

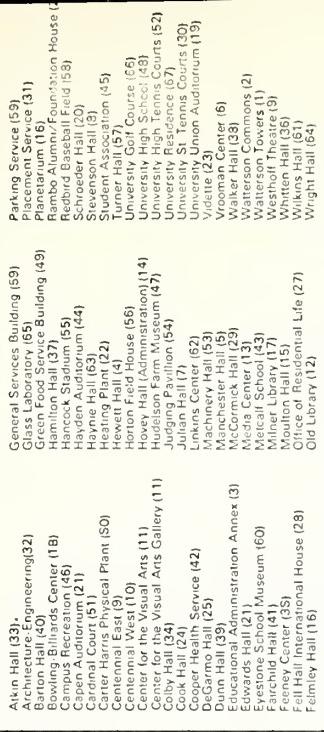
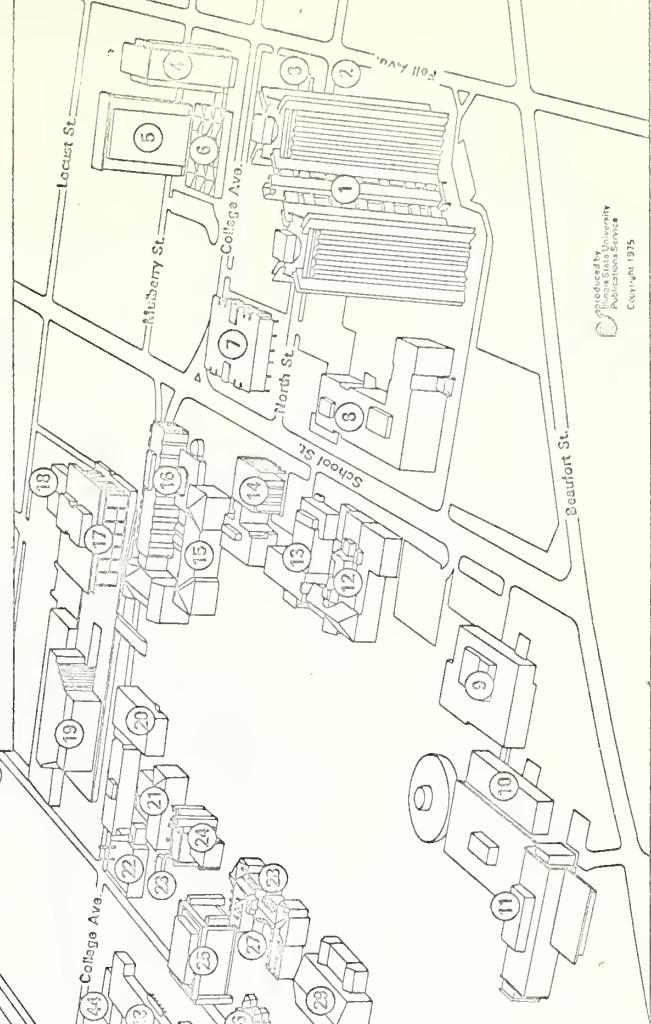
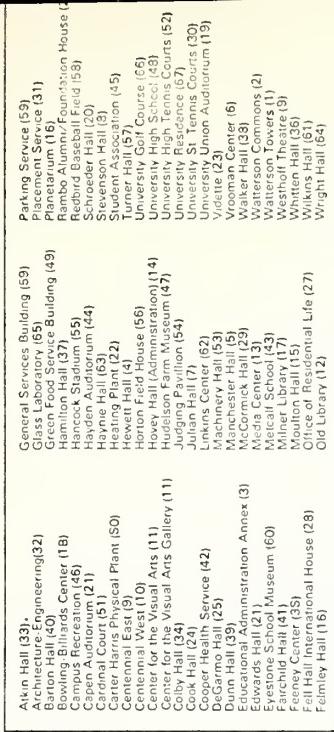
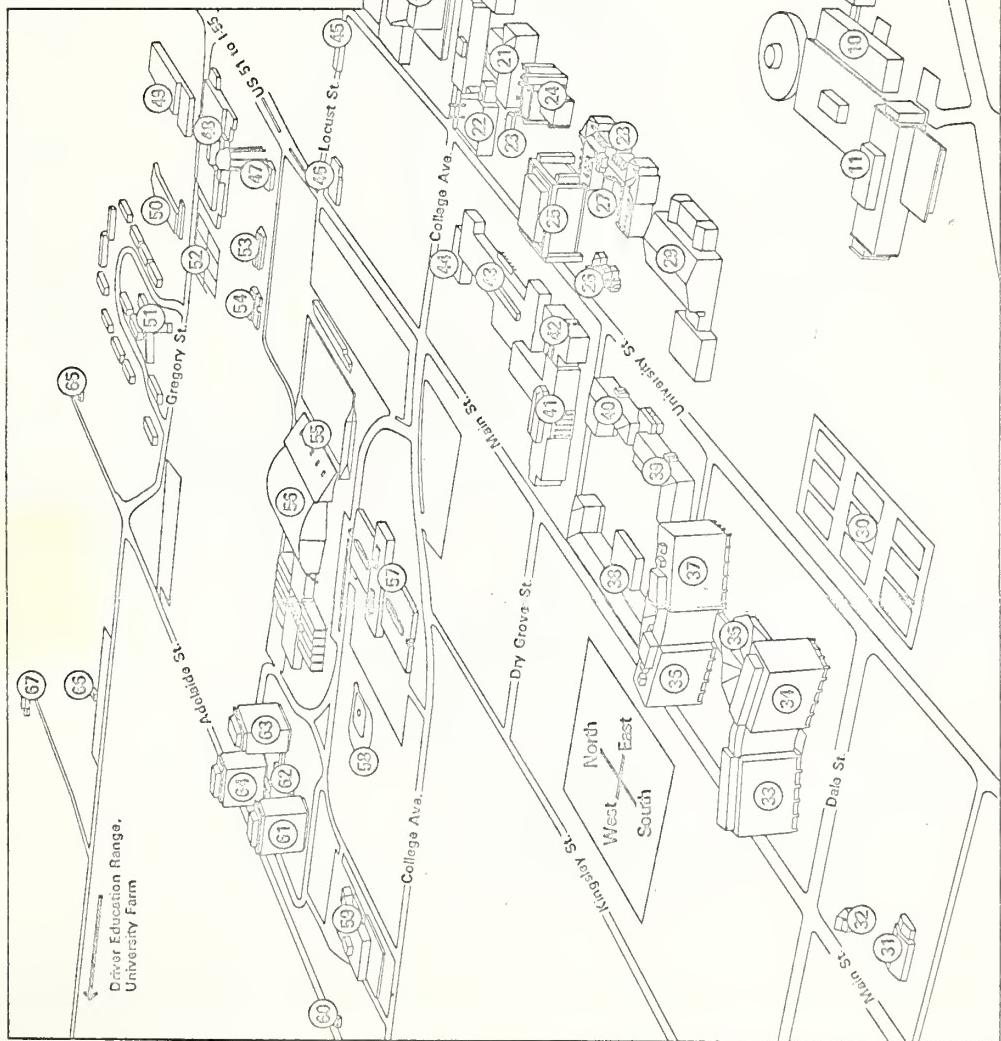
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The  
**Undergraduate  
Catalog**  
Illinois State University  
**1977-78**



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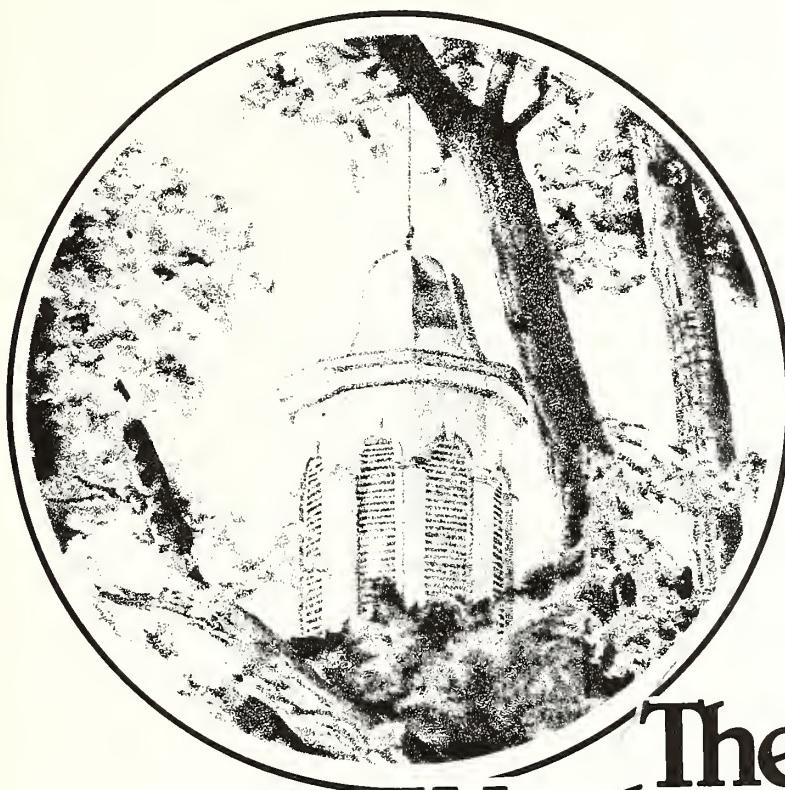
# The University





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The  
**Undergraduate  
Catalog**  
Illinois State University  
**1977-78**

Illinois State University, as required by Title IX,  
does not discriminate on the basis of sex in admis-  
sion to and operation of educational programs and  
activities it provides. The University's Title IX co-  
ordinator is Dr. Dorothy Carrington, who is located  
In Hovey Hall 207 (436-7657).

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## Using The Catalog

This *Undergraduate Catalog* contains general information about admissions, costs, student financial aid, academic opportunities and policies, and student services and activities. Additional information is provided in the *University Handbook*, available on campus. A wide variety of undergraduate programs (majors and minors) in more than 50 separate fields of study are described, and students should consult the appropriate departmental section of the Catalog for a description of

the requirements of each of these programs as well as general requirements for graduation. Undergraduate courses offered by the 29 departments of the University are also described in this Catalog, although students should consult the *Class Schedule* published each semester for specific information about courses scheduled that semester. A separate *Graduate Catalog* describes graduate programs and courses.

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# 1977

May						
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November						
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December						
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January						
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February						
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April						
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May						
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June						
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July						
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August						
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20	21	22	23	24	25	26
27	28	29	30	31		

# University Calendar, 1977-78

## 1977 Summer Sessions

May 16	Opening of Presession
June 20	Opening of and registration for eight-week summer session
June 24	Last day for late registration and course changes
July 1-4	Independence Day holiday
July 8	Last day for undergraduate students to apply for graduation at end of eight-week session
July 29	Last day to drop a course
August 11-12	Evaluation and review period
August 12	Eight-week session ends

## 1977 First Semester

August 18-19	Registration. See <i>Class Schedule</i> booklet for specific registration schedule
August 18	Registration for late afternoon, evening, and Saturday classes. See <i>Class Schedule</i> booklet for specific registration schedule
August 22	Classes begin
August 26	Last day for late registration and course changes
September 5	Labor Day holiday
September 16	Last day for undergraduate students to apply and pay fee for graduation in December
October 1	Homecoming
October 14	Last day of nine-week classes
October 15	Mid-semester break begins at noon
October 19	Classes resume, 8 a.m.
November 23	Thanksgiving vacation begins at noon
November 28	Classes resume, 8 a.m.
December 10-16	Evaluation and Review period

## 1978 Second Semester

January 5-6	Registration. See <i>Class Schedule</i> booklet for specific registration schedule
January 5	Registration for late afternoon, evening, and Saturday classes. See <i>Class Schedule</i> booklet for specific registration schedule
January 9	Classes begin
January 13	Last day for late registration and course changes
February 3	Last day for undergraduate students to apply and pay fee for graduation in May
March 3	Last day of first nine-week classes
March 6	Second nine-week classes begin
March 17	Spring vacation begins, 5 p.m.
March 27	Classes resume, 8 a.m.
May 6-12	Evaluation and review period
May 13	One-hundred-nineteenth annual commencement

## 1978 Summer Sessions

May 15 - June 16	Presession
June 19 - August 11	Eight-week session
July 4	Holiday



# Illinois State University

## Board of Regents

The Board of Regents is the governing board for Illinois State University, Northern Illinois University, and Sangamon State University. Members of the Board are:

J. Robert Barr, Evanston, *Chairperson* (1971-1977)  
 Michael J. Brady, Springfield (1973-1979)  
 Dan M. Martin, Chicago (1975-1981)  
 David E. Murray, Sterling, *Vice Chairperson* (1975-1981)  
 James M. Patterson, Chicago (1975-1981)  
 Guy V. Prisco, Aurora (1974-1979)  
 Charles B. Shuman, Sullivan (1971-1977)  
 Mrs. Warren F. Spencer, Chicago (1971-1977)  
 Mrs. Eleanor R. Suggs, Phoenix (1973-1979)

### **Student Members**

Pat Stone, Normal (Illinois State University)  
 Dale Pierson, Dekalb (Northern Illinois University)  
 Douglas Kamholz, Springfield (Sangamon State University)

### **Executive Director**

Franklin G. Matsler, Springfield

## University Administrative Officers

President	Gene A. Budig
Vice President and Provost	James M. Horner
Associate Provost and Dean of Undergraduate Instruction	Stanley G. Rives
Dean of the Graduate School	Charles A. White
Dean, College of Applied Science and Technology	Jack E. Razor
Acting Dean, College of Arts and Sciences	C. Edward Streeter
Dean, College of Business	E. Frank Harrison
Dean, College of Education	Robert A. Burnham
Dean, College of Fine Arts	Charles W. Bolen
Dean, College of Continuing Education and Public Service	Harold D. Crouse
Vice President and Dean of Student Affairs	Neal R. Gamsky
Vice President for Business and Finance	Francis B. Belshe
Secretary of the University	Charles E. Morris

# University Information

## University Missions

A free society depends upon an enlightened citizenry, capable of making wise and responsible choices. Illinois State University is committed to serve the citizens of Illinois and the nation through the communication of knowledge (teaching), creation of new knowledge (research), and application of knowledge (service). Illinois State strives to provide students with the finest undergraduate education available in Illinois and to provide graduate programs which complement that primary effort. In meeting these commitments, the University recognizes its responsibilities to: Admit and retain qualified and enterprising students; Secure and retain highly qualified and dedicated faculty and staff; Provide an intellectual and social climate conducive to the fullest development of students; Maintain high academic and professional standards for students, faculty, and staff of the University; Provide classrooms, libraries, laboratories, and other facilities necessary to quality bachelor's, master's, and doctoral educational programs; Encourage students and faculty to contribute to new understandings through research activities; and Provide community and public service programs which are responsive to the needs of society and are consistent with the responsibilities and mission of the University.

## Brief History

Founded in 1857, as the first Illinois public university, Illinois State is the oldest and one of the largest universities in Illinois. Abraham Lincoln drafted the documents establishing Illinois State Normal University. After more than a century as a single-purpose teacher education institution, the decade of the 1960s brought several significant changes for Illinois State including the expansion of purpose to offer liberal arts as well as teacher education programs, introduction of doctoral level programs, governance by the Board of Regents, and renaming of the institution as Illinois State University.

Illinois State enrolls more than 21,000 students (over 19,000 were on-campus students in the fall of 1976, with the remainder enrolled in off-campus courses) and has a faculty of over 1,200. Another 8,000 students enroll in the summer sessions. Students are primarily Illinois residents but most other states and 40 other nations are represented in the student body.

## Location

Illinois State University, located in the twin cities of Bloomington-Normal with a population of approximately 80,000, is easily accessible by car, bus, train or plane. Amtrak offers train service from and to Chicago, Milwaukee, St. Louis and points along the way. Various bus lines provide service to all points in the State. Ozark Airlines has daily passenger service to Chicago and St. Louis. Bloomington-Normal is reached by perhaps the

best highway system in the State with the cities serving as the hub for Interstates 74 and 55 and U.S. 51, the major North-South route in Illinois.

Bloomington-Normal is a metropolitan community where State Farm Insurance Companies, Illinois Agricultural Association, and General Telephone Company of Illinois have located their home offices. General Electric, Firestone, and other firms have major facilities in the twin cities. Other nearby institutions of higher education are Illinois Wesleyan University, Eureka College, Lincoln College, Millikin University, Illinois Central College, and the University of Illinois. Illinois State has cooperative arrangements with these institutions.

## Campus

The tree-shaded campus of Illinois State University, covering 711 acres, is a study of varying architecture, ranging from the castle-like appearance of Cook Hall to the modernistic dominance of the 28-story twin Watterson Towers residence halls. Major classroom buildings are clustered in a central core, surrounded by a new library and recreational, social, and residence structures. As a result, students have no difficulty in walking to their next classes within the usual 10-minute break period.

There are 55 major buildings on the campus, most of which have been built during the past two decades. The compact nature of the campus also makes it convenient to adjacent downtown Normal and theatres, shops, and restaurants. A hallmark of the University is its spacious central mall, which has trees of nearly every variety which will grow in Illinois, some of which were planted by Jesse Fell, one of the founders of Illinois State, in the late 1850's.

In addition to the major building clusters, there are the 18-hole University golf course, a 310-acre University farm, recreational fields, and other open areas for student and public relaxation. For use by the University and surrounding Central Illinois community, Illinois State also has a 3,500-seat Auditorium, a University Union, and a recreation center for bowling and related activities. Athletics are centered in the 8,500-seat Horton Field House and Hancock Stadium, with the first all-weather playing surface in the State.

Residence structures include high rise buildings of 28, 18, 12 and 10-story heights, as well as more traditional halls of only a few stories. There are also family apartments at Cardinal Court and Shelbourne Drive.

Culture and the arts play an integral part in the daily life of the University community, with such facilities as the Ewing Museum of Nations in Bloomington, the Adlai E. Stevenson Memorial Room, Funk Gem and Mineral Museum, University Museum of General History, Eyestone One-Room School House, and the Hudelson Museum of Agriculture. Art galleries may be found in the Center for the Visual Arts, Union, and Hovey Hall.

## Collegiate Organization

Academic programs and courses are offered in 29 academic departments organized into the five Colleges of Applied Science and Technology, Arts and Sciences,

Business, Education, and Fine Arts. The major and minor program and course-offering descriptions are provided in the Catalog according to this collegiate and departmental organization. Certain University-wide programs and courses are described separately.

## University Library

The new library building, occupied in 1976, provides over 1.5 million individual items and study space for 3,000 students. Each of the six floors of the Library is arranged to provide a variety of study areas—individual carrels, small tables, conference rooms, and lounge chairs—all located adjacent to books, periodicals, and other library materials. The subject-divisional arrangements enables students to find all materials pertaining to the humanities, the social sciences, the sciences, and education-psychology on separate floors. A General College Library on the main floor provides a smaller introductory collection for beginning students.

The collections of the University Library include 707,781 cataloged books and 219,105 U.S. Government publications, a total of 926,886 volumes. Many thousand additional publications are available in miniature in 38,710 reels of microfilm and 732,412 microcards and sheets of microprint. The Map Collection contains 230,381 maps and other cartographic items. A record collection of 14,668 recordings is available.

The Library's membership in the Center for Research Libraries makes the resources of that 3,000,000-volume collection available for members of the faculty and students. A teletypewriter links the Library with more than a hundred research libraries throughout the country, and a courier service brings books from the University of Illinois Library twice weekly.

## Accreditation

Illinois State University is fully accredited by the North Central Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education.

## Summer Sessions

The University provides credit course work during the 13-week summer period. There is a five-week pre-session, a regular session of eight weeks, and short courses and workshops throughout the total period. Courses also are offered off campus. Regular courses under the regular instructors are offered during the summer so that students may take the same type of work as that offered during the first and second semesters. Limited student teaching and internship facilities are available during the eight-week session for those who are qualified. Prospective students may secure the annual *Summer Catalog* by writing to the Director of the Summer Session. This catalog lists courses, costs, special offerings, conferences, exhibits and other information for the eight-week session, for short courses, and the presession.

# Admission to the University

## Admission Procedures

Students making application for admission may secure the necessary forms by writing to the Office of Admissions and Records, Illinois State University, Normal, Illinois 61761.

After the prospective freshman completes the application form, it should be kept in the pre-addressed envelope, and given to the high school counselor. The counselor then will certify the rank in class and send it, along with any letters of recommendation, directly to the Office of Admissions and Records. The transfer student should complete and return the application to the Office of Admissions and Records, Hovey Hall 201, Illinois State University, Normal, Illinois 61761. In addition, the transfer student will need to submit transcripts of all previous college or university work.

Applications ordinarily will be processed within two weeks of the receipt of the completed application and the student will be notified of his or her status. If an applicant receives a "Certificate of Admission," an application may be made to the Office of Residential Life (Housing) for residence hall space or help in locating off-campus housing. A "Certificate of Admission" does not guarantee space in a residence hall.

An applicant may be admitted at the beginning of either semester or for the summer session. The Office of Admissions and Records, however, cannot guarantee that an application will be processed if it does not arrive at least seven (7) days prior to the opening date of a semester or session.

Students applying for admission as freshmen may indicate choices of academic major. If a choice has not been made by the time applications are submitted, prospective students may indicate that they are undecided about the academic major they intend to enter. A student admitted before choosing a major will be designated a "general student." Before beginning the sophomore year, a general student should make a choice and indicate a major field of study.

The University reserves the right to limit enrollments in programs because of the receipt of more applications than can be accommodated or budget limitations. Students are therefore encouraged to submit admission applications early.

## Student Classifications

The University has four classifications for new students entering the University. They are:

1. Beginning freshman student. A person who has never registered at any college.
2. Transfer student. A person who has, at some time registered at another college, whether or not the student completed any work.

3. Unclassified undergraduate student. One who desires to avail himself or herself of instruction offered in any of the departments of the University without undertaking one of the regular academic majors and without becoming a candidate for a degree.
4. Graduate student. A person who has completed at least a four-year baccalaureate degree and wishes to do advanced study. He or she may or may not be interested in earning an advanced degree at this University.

The admission requirements for acceptance for each of the classifications listed above are the same regardless of the semester or session for which a student applies. The specific requirements for the undergraduate classifications are listed below.

## General Admission Requirements

Many factors are considered in evaluating an applicant's preparation and readiness for admission to the University. Among items considered are high school program of studies, rank in class, standardized test scores, recommendations from officials of schools attended, and any previous college work.

## Freshmen Tests

All new beginning students, and transfers who present fewer than 15 semester hours of college credit, must present ACT scores, sent directly from the Test Center at Iowa City, Iowa. Non-resident students may submit scores on the Scholastic Aptitude Test (SAT) from the College Entrance Examination Board if that test is the one primarily used in their home states. If Illinois State University had not been specified to receive SAT or ACT scores at the time the test was taken, the applicant must ask the American College Testing Program, Box 168, Iowa City, Iowa, or the Educational Testing Service, Princeton, New Jersey, to send scores directly to the University. ACT or SAT scores listed on high school transcripts are not acceptable. Regardless of class rank, all students are expected to have ACT or SAT scores on file.

## Medical Requirements

1. All students admitted to Illinois State are required to file a Medical History with the University Health Service on or prior to registration for 12 or more semester hours or upon entitlement to University Health Service by other means. A report of a Medical Examination by a private physician must be filed with the University Health Service by all incoming students who plan to participate in University sponsored *intercollegiate* team sports.

2. University Medical History and Examination forms will be mailed to new students by the Health Service. These forms should be completed and returned immediately. If the student does not receive the forms within 30 days of the beginning of the semester, the student is requested to write for them.

3. Tuberculosis Tests — All students must submit verification of the results of a TB skin test or chest x-ray accomplished within the previous year with their Medical History.

# Specific Admission Requirements Beginning Freshmen Students

The general requirement for admission is graduation from an approved high school with an academic record and entrance test scores which meet the minimum standards of the University. Prospective students still in high school may apply for admission to the University when they are able to present the basic kinds of academic preparation indicated below. In addition to the applicant's high school rank and ACT or SAT scores, the Admissions Committee considers such important characteristics as intellectual curiosity, leadership potential, character and special abilities.

Prospective students are encouraged to apply after completion of their junior year. Applications are processed until enrollment capacities have been reached.

1. Illinois residents must rank in the upper half of their graduating classes or have an equivalent score on the composite standard score of the ACT.

2. Out-of-state residents must rank in the upper one-half of their high school classes and have an equivalent score on the composite standard score of the ACT or SAT.

3. Consideration for admission will also be given to a limited number of applicants who possess certain special abilities as judged by the Admissions Committee.

## Transfer Students

Students currently-enrolled at another four-year institution usually will be considered for admission to Illinois State University only during the last regular term of their attendance at that institution.

1. A transfer student must present an overall "C" average for all college work completed, and the final transcript from the last school attended full time must show a statement of "Good Standing." Any additional part-time study will also be examined.

2. Students currently enrolled at Illinois public community colleges may find it advantageous to complete the associate degree. Illinois State University has a compact with these institutions which provides that each student who earns an associate degree in a baccalaureate-oriented sequence will enter Illinois State with junior standing and with all general education (University Studies) requirements completed.

3. Registered Nurses may request admission to the University and acceptance of 60 semester hours of transfer credit if they have graduated from an accredited Associate Degree or Diploma Nursing Program. Transfer credit will be granted to those Registered Nurses who have earned a 2.5 grade point average on a 4.0 point scale in their academic preparation prior to admission to the University. Students so admitted must complete University Studies and major requirements which are specified by the University for granting the baccalaureate degree.

4. After approval for admission, the Office of Admissions and Records will send the student and the student's academic adviser a statement of how the transferred credit may be used to meet curricular requirements at Illinois State University.

5. Transfer credit from two-year institutions is limited to 66 semester hours plus a maximum of 4 semester hours of physical education, plus military credit.

## Unclassified Students

1. An applicant must meet the regular requirements for admission as specified for beginning freshmen or transfer students above, or possess a high school diploma and give evidence of prerequisite background for the course desired.

2. Students currently enrolled in other colleges or universities and who plan to continue there may attend a summer session at Illinois State University by submitting a statement indicating current attendance in "Good Standing" from the school they are attending.

## Readmission of Former Students

Students returning to the University after a lapse of one semester or more apply for readmission through the Office of Admissions and Records. Processing cannot be guaranteed if the application is not received seven (7) days prior to the beginning of registration for the session which they wish to attend. Students must indicate on the application if they have attended another college since last attending Illinois State University.

A former student who has been dropped for poor scholarship from Illinois State University must clear this status with the Assistant to the Dean of Undergraduate Instruction in Hovey Hall before being readmitted. It is advisable for the student in this category to contact the Assistant to the Dean of Undergraduate Instruction several weeks prior to the date of the anticipated return to the University. Readmitted students should consult the section on Catalog and Graduation Requirements in the General Requirements for Graduation Section of the Catalog for information on what catalog they are to use in meeting graduation requirements.

## Admission of Undergraduates to the Graduate School

All students interested in graduate study at Illinois State should consult the *Graduate Catalog*. A senior in good standing at Illinois State may begin graduate work during the academic year that person completes the requirements for the bachelor's degree, if he or she applies for and is admitted to the Graduate School. During a semester the student may not register for more graduate credit than the difference between fifteen hours and the number of hours required to complete the bachelor's degree. During the summer session, the student may not register for more graduate credit than the difference between eight hours and the number of hours required to complete the bachelor's degree. It is understood that graduate credit may be received for graduate courses only if requirements for the bachelor's degree are completed during the semester or summer session in which the student begins graduate work. This opportunity is also extended to last semester seniors of other universities who find it possible to take graduate work at this University while completing requirements for the bachelor's degree on their own campuses. Interested students should write to the Dean of the Graduate School for further information.

# Orientation and Registration

## Summer Preview ISU

Preview ISU is a two-day program offered during the summer for all new freshmen and their parents and a one-day program for transfer students. Invitations to participate are sent to the student and parent during the spring. Preview offers an opportunity for the parent and the student to discuss various dimensions of college life with the faculty, staff, and students of Illinois State. In addition, academic advisement and registration for the first semester are provided.

## Orientation and Registration

Orientation Days for students who are not able to attend Preview ISU are provided during the opening week of the fall semester. Similar activities are conducted during the first week of the spring semester for students entering at that time.

Students register for classes each session according to a published *Class Schedule*. Detailed information concerning registration procedures for a given session may be found in the *Class Schedule*.

## Costs and Residence

## Tuition and Fees

### Full-Time Student Costs per Semester

Students who register for 12 or more semester hours pay the following tuition and fees, which are subject to change by action of the Board of Regents or General Assembly.

	Residents	Non-Residents
Tuition .....	\$250.00	\$750.00
Activity and General Service fee.....	33.50	33.50
Student Health Insurance fee.....	16.50*	16.50*
University Union Fee.....	28.00	28.00
Recreational Facilities fee .....	9.00	9.00
Health Service fee .....	15.00	15.00
	352.00	824.00

\* 1976-77 charge with 1977-78 fee dependent upon new contract.

## Part-Time Student Costs per Semester

Students who register for fewer than 12 semester hours pay the following tuition and fees, which are subject to change by the Board of Regents or General Assembly.

	Residents	Non-Residents
Tuition per semester hour .....	\$ 21.00	\$ 63.00
General Service fee* .....	10.00	10.00
University Union fee.....	14.00	14.00

\*Students registered for more than six but fewer than 12 hours may purchase an activity ticket by paying the Activity and General Service fee of \$33.50 instead of the \$10 General Service fee. Payment of the \$33.50 fee by part-time students does not extend the privilege of playing at the golf course for student rates.

Students registered for more than 6 but fewer than 12 hours may also pay the Student Health Service fee in order to obtain the services provided. This payment must be made prior to the tenth day following the first day of regularly scheduled classes.

Students taking only audit (courses without credit) are charged tuition at the rate of \$21 per credit hour to a maximum of \$250.

## Residents and Non-Residents

A student under 18 years of age is a non-resident if that student's parents are not legal residents of Illinois. A student over 18 years of age is a non-resident if the student is not a legal resident of Illinois at the time of registration. The director of Admissions and Records is responsible for applying out-of-state fees.

## Special Fees

Bachelor's Degree Graduation fee .....	\$10.00
Late Registration and/or Late Payment fee (after scheduled dates).....	10.00
Locker and Towel fee for students in physical education activity courses.....	2.00
Transcript fee (for each transcript).....	1.00

Transcripts are issued only after all student obligations have been met.

Course fees, where required, are identified in the course section of the Catalog.

## Health and Accident Insurance

Each full-time undergraduate student (12 or more semester hours) and each student admitted to the graduate program with 9 or more semester hours is assessed a fee to purchase a health and accident insurance policy. This policy provides for 100 per cent payment of the first \$500 of reasonable inpatient hospital expenses and 80 per cent of such expense above \$500. Outpatient emergencies are covered 100 per cent to a maximum of \$300. Non-emergency outpatient services are generally covered at 80 per cent to a maximum of \$300. It covers 80

per cent of the reasonable expense for a surgeon or certain physician's fees other than those for surgery. There is also an allowance for consultation and ambulance fees. The maximum amount payable for any one accident or sickness is \$10,000. The student's coverage is effective on the date on which University classes begin. Minor changes in coverage may result from the establishment of a new contract with the insurance carrier for 1977-78.

Those students who can produce evidence of equal or better coverage may apply for a refund of the insurance fee by contacting the Office of University Insurance. Application must be submitted within ten class days following the first day of regularly scheduled classes.

Coverage for a student's spouse and children may be obtained at an additional cost in the Office of University Insurance if applied for prior to the tenth class day following the first day of regularly scheduled classes.

Students who wish to maintain continuous year-round coverage may purchase coverage for the summer period whether or not they are enrolled in summer school. This should be done prior to the Spring Commencement date. The five-week period between Commencement and the start of Summer session is not covered in any registration fees and coverage must be purchased separately before the end of the spring semester.

Claim forms and brochures explaining the coverage are available in the Office of University Insurance.

## Payment of Tuition and Fees

Tuition and registration fees must be paid at or near the opening dates of the semester by the dates specified in the *Class Schedule* booklet. Tuition and fees are subject to change by action of the Board of Regents or General Assembly.

## Refund Policy

A student whose course of study requires absence from campus for the entire term shall, upon proper application, receive refund of activity, general service, and health service fees. The application for such refund must be made prior to the tenth day following the first day of regularly scheduled classes.

For the first semester, the last day to withdraw with eligibility for refund is September 2, 1977. For the second semester, the last day for refunds is January 20, 1978. No refunds are authorized for withdrawal after those dates. The statement of the refund policy for University housing is a part of the housing contract.

## Estimated Total Yearly Expenses

Because the University is a state institution, the cost of attendance is relative low. Estimated total expense for 1977-78 (two semesters) for a single student who is an Illinois resident is approximately \$3,000, which includes living expenses.

# Campus Living Accommodations and Policies

## Residence Halls and Family Apartments

The University owns and operates residence halls which provide living accommodations for approximately 8,000 students. These facilities have been designed to provide not only basic living requirements, but also counseling, advising, educational and recreational programs. The University regards residence hall living as an important part of University life and requires that certain students reside in the residence halls as a condition of enrollment.

The Assistant Director of Residential Life (Programming), is aided by Graduate Programming Assistants, works with students in developing educational programs in the residence halls. Faculty and other University resources contribute to educational programming within student residences. The Assistant Director of Residential Life works with the Association of Residence Halls and serves as an adviser to residence governance systems.

Room assignments are made after consideration of each student's choice, not only of location, but also living style. Arrangements may be made to spread residence hall payments over a period of time to aid in budgeting for an academic year.

The room and board rate in the residence halls for 1977-78 is \$672 per semester for multiple occupancy and 20 meals per week. Single rooms are available for an additional cost of \$100 per semester. For students electing a 15-meal contract, which eliminates weekend meals, there is a reduction of \$15 per semester from the basic contract. Student rooms are fully equipped but the student is expected to furnish linens, towels, blankets, pillows, bedspreads, and waste baskets.

The University also owns and operates family units at Cardinal Court and Shelbourne Drive. There are 192 apartments in Cardinal Court. The 122 one-bedroom units rent for \$90 per month; the 70 two-bedroom units rent for \$105 per month. There are 100 air-conditioned units at Shelbourne Drive. The 50 one-bedroom units rent for \$120 per month; and the 50 two-bedroom apartments rent for \$145 per month.

These facilities are managed by the Office of Residential Life. Inquiries regarding housing should be addressed to that office. In the event that there is not sufficient space in residence halls or University apartments, the Office of Residential Life will provide assistance in securing housing in the community.

## On-Campus Housing Policies

Entering freshmen who have not previously attended this University must reside in University-operated residence halls for their first four (4) semesters in residence. Students transferring to this University as sophomores (as classified by the Office of Admissions) must

reside in University-operated residence halls for their first two (2) semesters in residence. These regulations are applicable to all students registered for twelve (12) or more semester hours insofar as space is available in University residence halls. Residence hall living for two summer sessions is equivalent to one semester. Each exempted semester counts toward the requirement.

The University may make exemptions for certain categories of students based upon guidelines related to marital status, proximity of home to campus, age, and other pertinent factors. Special consideration will also be given to applications for exemption from students who present evidence of plans to live in fraternities, sororities or cooperative houses which meet the criterion of being non-commercial.

## Appeal Procedure

The University has established, through the Office of Residential Life, a review and appeal procedure by which students, covered by the University's on-campus living requirement, may apply for exemption. The original action on an application for exemption will be taken by a housing official. An appeal of this action may be taken to an Appeals Committee composed of two members appointed by the Director of Residential Life, and two students, one appointed by the Association of Residence Halls and one by the Student Association. The committee will be chaired by a third disinterested staff member, appointed by the Director of Residential Life.

## Off-Campus Housing Policies

Illinois State University has discontinued its classification of any off-campus housing as being approved by the University. The University has also discontinued its participation in housing contracts issued to students renting space in private housing and does not participate in the inspection of any off-campus housing.

## Financial Aid

A high percentage of students at Illinois State University secure some form of financial aid to enable them to attend college. Four basic types of financial assistance are made available to students attending Illinois State by the federal government, the State of Illinois, the University, or University Foundation, and various other sources. These four basic types of financial aid include (1) grants and scholarships, (2) loans, (3) part-time employment, and (4) other benefits. All financial aid is coordinated through the Financial Aid Office located in Hovey Hall. Students interested in receiving financial assistance must complete necessary application forms before the deadline dates of the various aid programs. For further information, students or potential students should obtain a copy of the Financial Aid brochure or contact the Financial Aid Office.

Estimated annual expense for 1977-78 (two semesters) for a single student who is an Illinois resident is \$3,000. This figure includes tuition, fees, books and supplies, room and board, travel, and modest personal expenses. These estimated costs are subject to change prior to fall semester, 1977.

# Grants and Scholarships

## Federal Grants

**Supplemental Educational Opportunity Grants (SEOG).** This program provides grants for students with exceptional financial need. Up to one-half of the actual need of the student may be met by the grant. The other half of the need must be matched by other financial aid administered by the University or the grant will be revised. Students interested in applying for an SEOG for the 1977-78 academic year must complete an ACT Family Financial Statement and an ISU Application for Financial Aid.

**Basic Educational Opportunity Grants (BEOG)** This program provides federal financial assistance in the form of grants to students demonstrating need for such assistance. A separate application form for the BEOG is necessary and may be obtained from high school counselors, ISU Financial Aid Office, post offices, and other locations easily accessible to students. Students apply directly to the BEOG Program for determination of eligibility. Students should receive a Student Eligibility Report (SER) within four weeks after applying which will indicate the results of the application. The SER must then be submitted immediately to the ISU Financial Aid Office where the amount of the BEOG will be calculated.

## State Scholarships and Grants

A student awarded a State Scholarship who does not plan to attend during consecutive semesters should notify the agency responsible for the award and request a leave of absence in order to protect the scholarship for the future. State Military Scholarships may be used by students enrolled for classes on or off-campus; other State scholarships may be used only by persons enrolled on-campus.

**Illinois State Scholarship Commission Monetary Award Program (ISSC).** The Illinois State Scholarship Commission Monetary Award Program makes tuition and fee grants available to students on the basis of financial need. The applicant must be a United States citizen and a resident of the State of Illinois, as determined by the legal residence of the parent(s) or legal guardian(s). Applications are available from high school counselors or the ISU Financial Aid Office and are to be returned to the Illinois State Scholarship Commission located in Deerfield, Illinois. This application procedure is separate from consideration of other financial aid programs.

**State Military Scholarships.** Veterans may avail themselves of the provisions of the State Military Scholarship Law, provided they have honorable discharges and were residents of the State of Illinois at the time they entered military service. These scholarships, which cover registration and activity fees for four years at the State supported universities only, are administered through the ISU Financial Aid Office.

**State Special Education Scholarships.** The State Special Education Scholarships for high school graduates and for certified teachers are made available by

legislative enactment to selected high school graduates who agree to take courses that will prepare them to teach handicapped children. To be eligible, a student must be in the upper half of the high school graduating class. The scholarship may be used until student graduates from college, but it is not valid for more than four years of attendance within a six-year period. This scholarship carries an obligation to teach in Illinois two of three years following graduation, or the amounts received must be repaid to the State of Illinois in total with interest at the rate of five percent. High school seniors should contact the Superintendent's Office located in their county of residence about this scholarship, which covers tuition and activity fees for each semester and summer session.

**General Assembly Scholarships.** General Assembly Scholarships, which cover tuition and activity fee charges, may be used for four full years. Interested students contact their State Representative or Senator. A competitive type examination may be given to determine eligibility. The student must be a resident of the district from which he or she hopes to obtain the scholarship.

**Regents' Tuition Waivers.** These tuition waivers are made available to students with financial need who have not been awarded the Illinois State Scholarship Commission Monetary Award (ISSC). Other award criteria include demonstrated academic achievement, talent in University-related activities, or classification as a foreign student.

## University Scholarships

A limited number of Illinois State University Scholarships are available which are awarded on the basis of financial need and/or academic achievement. They are generally restricted to students earning a grade point average of 2.75 or above. Talent scholarships in such areas as speech, music, theatre, and athletics are available through individual departments. Competitive academic scholarships (Foundation Alumni Distinguished Scholarships and National Merit Scholarships) are administered by the Office of Admissions and Records. Further information concerning specific University scholarships available to students may be obtained by contacting the Financial Aid Office.

## Loan Programs

**National Direct Student Loan (NDSL) Program.** This loan program provides long-term student loans interest-free as long as eligible students are enrolled at least half-time at ISU. The student begins repaying the principal (with three per cent simple interest) nine months after leaving school. Students must complete an ACT Family Financial Statement and an ISU Application for Financial Aid to apply for this loan. The amount of the loan is determined by a student's demonstrated need, federal funds available, and applicable federal guidelines.

**Illinois Guaranteed Loan Program (IGLP).** Loans are also made available to students through the Illinois Guaranteed Loan Program, which is designed for families with less actual financial need who desire to utilize credit to meet college expenses. If the borrower and family can qualify through federally prescribed formulas, the federal government will pay the interest that accrues on the loan during the period the person is a student. During the repayment period, the annual percentage rate of interest is seven percent and all borrow-

ers must pay this interest as it accrues. Applications for this program can be initiated at a local participating bank, credit union, savings and loan association, or at the ISU Financial Aid Office.

**University Emergency Short-Term Loan Program.** The Financial Aid Office offers an interest-free loan program for emergency educational expenses. Loans under this program should be sought only when alternative resources are exhausted. Loans are available to currently enrolled students only and must be repaid within 60 days, or 20 days before the end of the semester, whichever occurs first. A fifty-cent processing fee must be paid before funds can be obtained. A \$10 service fee will be charged to any student who is delinquent in making full payment after the due date. Students must repay all short-term loans before they will be permitted to register for a subsequent semester at ISU. Short-term loans are to be repaid at the Cashier's Office in Hovey Hall. Philanthropic organizations and individuals have contributed to this loan fund over a period of years. Most of the loan funds are derived from donations made to the ISU Foundation.

## Student Employment

**College Work-Study Program.** This federally-sponsored program enables students with demonstrated financial need to earn a portion of their expenses while they are enrolled at Illinois State. The federal government pays eighty percent of Work-Study student earnings, while the employer pays the balance. A student employed 10-20 hours per week can usually expect to earn between \$700 and \$1,400 a year. Work-Study students may find jobs on-campus (food service, library, union, department offices) or in non-profit off-campus agencies (hospitals, youth centers, counties, cities, elementary or secondary schools). Work-Study positions are posted on referral boards located outside the Financial Aid Office in Hovey Hall. Students may then go directly to the employer for an interview and, if hired, must complete state and federal withholding tax forms in the Payroll Office in Hovey Hall. Work-Study employers must also complete and return a Student Employment Form for all students hired. Students are not permitted to earn more than their Work-Study eligibility as determined by Federal regulations. Students must complete an ACT Family Financial Statement and an ISU Application for Financial Aid to apply for Work-Study.

**Regular Student Employment.** Those students who desire to work on or off-campus and who have not been awarded Supplemental Educational Opportunity Grant (SEOG), National Direct Student Loan (NDSL), or College Work-Study funds are eligible for any part-time employment positions on or off-campus. The Financial Aid Office has information on such employment opportunities posted on referral boards located outside the Financial Aid office in Hovey Hall.

## Other Benefits

**State Vocational Rehabilitation Education Assistance.** Under Public Law 113, the federal and state governments jointly provide rehabilitation services to any disabled individual to enable the person to engage in

a remunerative occupation. These services may include a financial grant that covers all or part of the tuition and fees and/or the student's maintenance costs. For detailed information and assistance in making application for State Vocational Rehabilitation Education Assistance, write to the Division of Vocational Rehabilitation, 623 E. Adams Street, P.O. Box 1587, Springfield, Illinois 62706.

**Social Security Benefits.** Students not yet twenty-two years of age whose parents are deceased, disabled, or retired may be eligible for Social Security benefits and should contact their local Social Security Office to secure such benefits.

**Veterans, G.I. Bill.** Benefits are available for any honorably-discharged veteran of the Army, Navy, Marine Corps, Air Force or Coast Guard who (1) served continuously on active duty for at least 181 days ending after January 31, 1955, (2) served less than 181 days, if active duty was ended by a service-connected disability, and (3) serve presently in the Armed Forces, if they have had at least 181 days active duty. Benefits will be paid a maximum of forty-five months for undergraduate work only. Graduate students are only entitled to thirty-six months. Contact the local Veterans' Administration Office for details.

**Junior G.I. Bill.** Students whose parents died or are permanently and totally disabled from disease or injury incurred or aggravated in the Armed Forces since the beginning of the Spanish-American War are eligible for the Junior G.I. Bill. Children of service men missing in action or prisoners of war for more than 90 days also are eligible. Assistance is available to eligible students during the period which begins on the date of the eighteenth birthday or successful completion of high school, whichever comes first, and ends on reaching the twenty-sixth birthday. Widows and wives may also qualify if the veteran husband is deceased or permanently and totally disabled from service-connected causes, a prisoner of war, or missing in action for more than ninety days.

## Academic Policies and Procedures University Grading System Course Grades

University grades and their values are:

	Grade Point per Semester hour
A	(Superior)
B	(Above Average)
C	(Average)
D	(Below Average, Passing)
F	(Failing)
I	(Incomplete)
WX, WP,	(Withdrawal)
WF	(Withdrawal)

A, B, C, or D are recorded for work given a passing grade.

F will be given to (1) students who drop out of a course without withdrawing officially, and (2) students who are in a course all semester but fail to earn a passing grade.

CT (Credit) will be given for passing work (with grade equivalent to A, B, or C) earned under the Credit/No Credit Option. NC indicates that no credit (with grade equivalent to D or F) was earned in a course attempted under the Credit/No Credit Option.

In a given course, grades of CR (Credit) and NC (No Credit) may be the only grades offered. Such variations in grading are permitted only after approval by the Provost.

WX is given if the student withdraws before the quality of work can be determined; WP is the student is passing at the time of withdrawal; WF if the student is failing. Consult the section on withdrawal for further details.

## Credit/No Credit Option

An undergraduate student (except a first semester freshman) who is not on scholastic probation may choose to register in some courses under an option which allows the student to be graded on the basis of CT (Credit) or NC (No Credit) rather than on the basis of A, B, C, D, or F grades. This Credit/No Credit (commonly called Pass-Fail) Option is designed to encourage students to enroll in courses they otherwise would not take. Some courses, therefore, including those in a student's major or minor, may not be taken on the Credit/No Credit Option. A maximum of 6 semester hours of work under the Credit/No Credit Option may be taken each semester, and a total maximum of 25 semester hours under the Credit/No Credit Option may be presented for graduation. Although an entry of CT (credit earned under the Option) or NC (no credit earned under the Option) will be entered on the student's record, these entries are not used in computing the grade point average for the student.

A grade of CT is recorded when the grade submitted by the instructor is A, B, or C. A grade of NC is recorded when the grade submitted by the instructor is D or F.

A student electing the Credit/No Credit Option should do so as part of the regular registration process. In no case may a student elect the Credit/No Credit Option later than the last day for making program changes. Students who have elected the Credit/No Credit Option may return to the letter basis of grading up until the last date for withdrawing from a course.

## Incompletes

An I (Incomplete) will be given to a student who is doing passing work but who, because of a justifiable reason such as illness, finds it impossible to complete the work by the end of the semester or session. The student must have been in class to within three weeks of the close of the semester or one week of the close of the summer session. The student, the instructor and the department chairperson shall sign a verification form which will include a justifiable reason for assigning the incomplete grade, the requirements which must be satisfied in order to clear the incomplete grade, and a default grade (A, B, C, D, F, or I), which is the grade the student will receive if the outstanding work is not completed. A copy of the verification form shall be kept on file in the

office of the department offering the course, and a copy shall be provided to the student. If the I (Incomplete) grade has not been cleared within one calendar year (or by the time the student has graduated, whichever comes first), it shall be converted on the student's record to the default grade. In exceptional cases, deviations from the policy may be granted by the Assistant to the Dean of Undergraduate Instruction.

## Auditors

A student may register as auditor in a class or classes if facilities are available. An auditor does not participate in the activity of the class, but is expected to attend regularly. To register as an auditor, a student must register for the course. Then the student must get the instructor's signature on an auditor's permit which can be obtained from the Registration Office. Students must register to audit a course by the last day for making program changes, with any exception having the approval of the department chairperson in which the course is offered and the Assistant to the Dean of Undergraduate Instruction. The auditor fee is shown in the section on costs. Students who are registered for 12 or more hours for credit may audit courses without additional fees. Audited courses are considered part of the student's total load.

## Grade Point Average

In order to be eligible for graduation, a student must have a minimum grade point average of 2.0 (C) in all courses taken at Illinois State University for which grades of A, B, C, D, or F are assigned. Failures which have not been cleared by repetition of the courses are considered in the total number of semester hours taken in computing the grade point average. The following illustrates the counting of grade points to determine the GPA (Grade Point Average).

Course	Grade	Sem. Hrs. Enrolled	Sem. Hrs. Earned	Sem. Hrs. for GPA	Grade Points
POS 105	D	3	3	3	3
BSC 145	CT	2	2	0	0
INF 110	A	3	3	3	12
MUS 139	I	1	0	0	0
CHE 102	B	3	3	3	9
HPR 130	WX	1	0	0	0
HIS 135	F	3	0	3	0
HPR 160	NC	1	0	0	0
		17	11	12	24

The grade point average is computed by dividing grade points earned by semester hours counted. For the case above, the grade point average is 2.0. Grades of WX, WP, WF, CT, CR, I, and NC do not affect the grade point average.

## Repetition of Courses

Students may repeat a course in which they wish to improve their grades. Students interested in doing so should consult the Assistant to the Dean of Undergraduate Instruction for current regulations on course repetition, including how repetition of a course will affect the student's grade point average. A student wishing to remove a failing grade or raise the GPA by repeating a course must repeat the course at Illinois State. Grades earned at other colleges or universities cannot be used to replace grades earned at this University.

# Academic Requirements

## Class Standing

Students in a bachelor's degree program are classified as freshmen, sophomores, juniors and seniors. A student must have completed 30 semester hours to be classified as a sophomore, 60 hours to be classified as a junior, and 90 hours as a senior. Students not working toward a degree at Illinois State are listed as Unclassified Students.

## Major Field(s) of Study

Students normally select a major field of study at the time of admission. Students who are undecided about a major field are classified as General Students and are strongly encouraged to select a major field of study before the beginning of the sophomore year. The major and minor fields of study available at Illinois State are described later in the Catalog. A student may elect to complete the requirements for two majors, both of which may be identified on the student's transcript. When a student double majors, the student indicates only one major for purposes of registration and advisement. The second major is indicated by the student to the Office of Admissions and Records at the time of senior evaluation. Unless otherwise specified in a particular program, students may use a specific course to meet requirements for a major, second major, minor, or second minor.

## Change of Major

A student wishing to enter a major or change majors reports to the Office of Admissions and Records. Permission to enter or change to a given major field may be sought by consulting the chairperson of the department offering the major and obtaining signature approval. Entering majors may be restricted by enrollment limitations in some areas, and students should consult the major program descriptions for any admission requirements to a particular major.

## Minor Field(s) of Study

Students normally elect a minor field of study. Students in teacher education programs are required to have a minor unless they have a comprehensive major. A student may elect to complete the requirements for two minors, both of which may be identified on the student's transcript. There are no special procedures for admission to most of the minor programs, but students are encouraged to consult with the academic department(s) in which they carry minor(s) for advisement. The minor(s) is(are) indicated by the student to the Office of Admissions and Records at the time of senior evaluation. Unless otherwise specified in a particular program, students may use a specific course to meet requirements for a major, second major, minor, or second minor.

## Academic Good Standing

To be in academic good standing, a student must have achieved a minimum cumulative grade point aver-

age, depending on the number of semester hours taken, as shown in the following chart:

Semester Hours Taken	Minimum Cumulative Grade Point Average
11 or less.....	1.00
12 - 29 .....	1.40
30 - 44 .....	1.80
45 - 59 .....	1.90
60 or more .....	2.00

The number of semester hours taken includes all college work taken by the student, but only the grades earned at Illinois State University are used in computing the grade point average. Students who do not achieve the minimum grade point average as specified will be placed on academic probation.

## Academic Probation

Students who fail to meet the above requirements are placed on academic probation for the succeeding semester or session. At the end of any term when a student goes on probation a second or subsequent time, he or she is automatically dropped from the University. A student denied reinstatement at that time may expect to remain out of school one calendar year before the Reinstatement Committee will act on a request for reinstatement. An error in the record or new evidence of academic capability (for example, excellent grades in a semester's work at another school) will result in a review of a student's case when brought to the attention of the Committee. Repeated failures to do satisfactory work may result in permanent exclusion from the University. Information about the probation regulations or a student's own probation status may be secured from the Assistant to the Dean of Undergraduate Instruction.

## Academic Honors

**Dean's List.** Undergraduate students who meet high academic standards, as established by the College of their major, are included in a Dean's List issued each semester. Eligible students must complete 12 or more semester hours, including all work taken during the semester exclusive of any work taken under the Credit/NoCredit option, by the end of the semester in which the Dean's List is issued. Names included on the Dean's List for the Colleges of Applied Science and Technology, Arts and Sciences, Education, and Fine Arts will include those students whose grade point averages place them among the top ten percent of those students majoring within the College. The Dean's List in the College of Business will include only undergraduate students majoring in business who have completed 12 or more semester hours with an overall semester grade point in the top ten percent and an average of at least 3.33 for all courses taken during the semester; courses completed after the official end of the semester and courses taken with a Credit/No Credit option will not be counted for this purpose. Students whose majors do not place them in one of the five colleges and whose grade point averages are within the top ten percent of the University are identified on the List of the Dean of Undergraduate Instruction.

**Honors at Commencement.** Students who have an accumulated grade point average of 3.80 to 4.00 are graduated with High Honors; those with an average of 3.65 to 3.79 are graduated with Honors. These students

wear a shoulder loop as part of their academic gown at commencement and their names appear as honor students on the commencement program. All grades earned at this University are counted in computing the grade average except those earned during the term in which graduation requirements are completed.

**Bone Scholars.** Several undergraduate students are designated annually as Bone Scholars, in honor of former President Robert G. Bone. The designation of Bone Scholar is the highest distinction that can be achieved by students at Illinois State University. Bone Scholars are students who combine superior academic records with full personal development through campus and community activities. Nominations to this honor are made by faculty members, and selection of new Bone Scholars is conducted by the Honors Program.

## Catalog Requirements

Students normally use the Catalog in effect at the time they entered the University for meeting graduation requirements. Consult the later section on Catalog and Graduation Requirements for specific regulations and exceptions on Catalog requirements for graduation.

## Course Registration and Attendance Class Schedule

The schedule of classes is available at the Registration Office about the middle of the previous semester so that students in attendance can plan their programs of courses in advance. The *Class Schedule* contains all information necessary on student registration for courses.

During both semesters, the school day ordinarily consists of 50-minute periods from 8 a.m. to 7:50 p.m. or later, Monday through Friday, and from 8 a.m. to noon on Saturday. Day classes usually meet as many times each week as the semester hours offered for the course. Courses with laboratory work meet for double periods for the laboratory part.

Beginning at 4 p.m. or later, there are also classes meeting for only one weekly session, lengthened to the proper time. Some classes scheduled during evening hours may meet for two or more evenings each week. There are also Saturday morning classes in one session.

## Academic Advisement

Academic advisers help students plan their program of courses each semester. All students in all majors with less than 45 cumulative semester hours and all General and Unclassified Students, regardless of hours accumulated, are advised through the Academic Advisement Center. All other undergraduate students are advised by designated faculty advisers in the academic department in which the student majors.

In each semester of attendance, students should

consult their advisers about planning course programs for the following semester. Registration instructions for each semester are found in the *Class Schedule*.

## Course Load Policy

An undergraduate student may carry a maximum of 17 hours each semester. A full-time student usually carries from 15 to 17 hours. A student wishing to carry more than 17 hours in a semester may seek permission to do so from the chairperson of the major department. The granting of this permission will depend on the student's scholastic record. A freshman may not carry over 17 hours during the student's first semester.

A person who holds a full-time position should not take more than six semester hours of work per semester.

A student must have the permission of the Assistant to the Dean of Undergraduate Instruction to take any work, including extension or correspondence, at another college or university with the concurrent registration at Illinois State University.

## Course Registration and Changes

Detailed instructions for registration for courses are published for each semester in a *Class Schedule* for that semester. There are two ways of registering for courses for the fall or spring semesters: (1) early registration conducted during the preceding semester, and (2) the registration period provided just prior to the start of classes each semester. Students are encouraged to register during the early registration period because of the wider selection of courses open to them at that time. New freshmen and transfer students may register during Summer Preview and are encouraged to do so because of the wider selection of courses open to them at that time, or they may register just prior to the opening of the semester.

A student who is already registered for a particular semester and desires to change the program before the deadline for doing so should follow the instructions in the *Class Schedule*. No changes are permitted after August 26 of 1977 for the first semester and after January 13 of 1978 for the second semester of the 1977-78 academic year.

## Class Attendance Policy

The attendance policy of the University is based on two principles: first, that students are expected to attend class regularly; and second, that the student is primarily responsible to the instructor in matters pertaining to class attendance. Every student will be held responsible for class attendance and successful completion of academic work. Attendance regulations are intended to encourage student maturity and are based on the assumption that academic success is the student's primary goal in college.

The University will reasonably accommodate students in circumstances where a religious observance requires absence from class. Students who are unable to attend class or take examinations for religious reasons should consult their instructors in advance about acceptable alternative arrangements.

# Withdrawal Policies

## Dropping a Course or Courses

The following policy applies where a student drops a course or courses, but not all courses in which the student is enrolled during a particular semester.

A student may officially withdraw from a course any time prior to the end of the fourteenth week of a semester course, prior to the end of the sixth week of an eight week course (as summer session and block-of-time courses), and prior to an approximately proportionate time in a pre-session and other short course. A student should consult the *Class Schedule* booklet and the *Summer Session Catalog* for specific final withdrawal dates for a given term. Upon the written recommendation of a physician, a student for medical reasons may be granted permission to officially withdraw from a course at a later time than the final date specified.

After the period during which program changes are made, a student must meet with the instructor of any course from which the student is planning to withdraw. At that time a WX, WP, or WF shall be assigned. WX is given if the student withdraws before the quality of the work can be determined; WP, if the student is passing at the time of withdrawal; and WF, if failing. Withdrawal grades are not computed in the student's grade point average.

A grade of F will be given to students who withdraw from a class but do not officially withdraw by having a withdrawal slip signed by the course instructor and placed on file in the Registration Office before the specified final withdrawal date, and to students who register for a course but do not complete course requirements. In exceptional cases, deviations may be granted by the Assistant to the Dean of Undergraduate Instruction.

## Dropping All Courses

The following policy applies where a student drops all courses in which the student is enrolled for a particular semester, known as withdrawal from the University.

If a student withdraws from the University, all grades will be assigned in the same manner and under the same provisions stated above except that the student is not required to contact his or her instructors. Instead, the instructor of each course would assign a WP, WF, or WX as appropriate. If medical or similar substantial reasons make it impossible for the student to follow the usual procedures, a letter signed by the student explaining the situation and requesting withdrawal from the University will be sufficient. Whether in person or by mail, the withdrawal is processed by the Office of Admissions and Records. Withdrawals made by mail are addressed to the Office of Admissions and Records, 201 Hovey Hall, Illinois State University, Normal, Illinois 61761.

Regardless of the circumstances of withdrawal, the student shall be responsible for returning any laboratory equipment and library materials. The student shall pay for any parking fines and remove the parking decal from any registered vehicle. The student shall contact the Office of Residential Life to obtain clearance from room and board obligations and to arrange for vacating the residence hall room. The student should arrange with the Financial Aid Office to place any scholarship on

leave or cancel it, and make arrangements for future financial assistance. Arrangements for payment of loans must be made with the Bursar's Office.

A grade of F will be given to students who withdraw from their courses but do not officially withdraw with the Office of Admissions and Records before the specified final withdrawal date, and to students who register for a course but do not complete course requirements. In exceptional cases, deviations may be granted by the Assistant to the Dean of Undergraduate Instruction.

# Special Academic Programs

## Career Counseling

Illinois State University offers numerous opportunities to help students clarify their career and vocational goals. Among the sources of help available is a "System of Interactive Guidance Information" (SIGI) operated by the Student Counseling Center. The goal of the SIGI system is to provide information to students about career opportunities consonant with student interests and abilities. In addition to services offered by the Student Counseling Center, the Academic Advisement Center, and the Placement Service continue to develop programs to assist all students in career choices. The Placement Service also maintains employment records of past graduates by major fields of study.

The Office of Admissions and Records and the Financial Aid Office have advisers for students who wish to seek information about employment opportunities. Students are also encouraged to seek information about employment opportunities in their major field by consulting their department offices. The overall graduation rate for students admitted to Illinois State University fluctuates but tends to be 48% of a given freshmen cohort after four years and 52% after five years. These rates vary depending upon the specific program a student elects. For more information about the graduation rates in specific programs, contact the Office of Institutional Research and Computer Operations, 302 Hovey.

# Proficiency and Placement

## Examinations

Students at Illinois State University may receive university credit as a result of satisfactory performance on examinations in the following programs: CLEP General, Departmental Proficiency, CLEP Subject, the State Latin Examination and Advanced Placement. Exemption from some course requirements or appropriate course level assignment may be provided without credit through placement examinations.

Students are advised to plan their coursework and examination attempts carefully. The Advanced Placement and State Latin examinations are offered by designated high schools prior to matriculation into the University. The CLEP General and Subject examinations are administered on campus at specified times by the Measurement and Evaluation Service, 115 Julian Hall. The Departmental Proficiency examinations are offered on two scheduled dates (January and May) each year as described in the semester *Class Schedule* booklet. Some departments may offer proficiency examinations at other mutually convenient times and should be consulted directly by the student to make appropriate arrangements.

The University policy precludes the granting of credit through examination if the subject of the examination is at a lower level of difficulty or essentially duplicates credit earned previously through coursework or examination. Specific restrictions for each of the examination programs are listed below under the appropriate headings.

## CLEP General Examinations

Illinois State University grants credit by examination toward University Studies for the College Level Examination Program (CLEP) under the following guidelines: 1. Students who score at the fiftieth percentile or above on the national sophomore norms on one or more of four of the General Examinations (Humanities, Mathematics, Natural Sciences, and Social Sciences-History) will be awarded six semester hours credit toward University Studies in each area passed for a maximum of 24 possible credit hours. Credit is not available for the English Composition General Examination.

2. Students who desire to take the CLEP General Examinations are encouraged to do so before enrolling for courses at the University. The amount of academic credit that can be earned through any one of the four General Examinations will be reduced by the amount of academic credit previously earned in that area of study and by the amount of potential credit for current enrollment in any reasonably related course.

3. Academic credit for CLEP will be given by the University only to students who are admitted to and register for classes at the University. Credit for CLEP General Examinations shall count toward University Studies requirements and University Electives only. A student may not use the CLEP General Examinations to raise grades or remove failures in courses already taken. All credit for CLEP General Examinations shall be considered credit at the 100 level.

4. Students who are awarded credit in one or more areas of the General Examinations are expected to consult with their advisers to determine which basic courses and which advanced courses are most appropriate to meet their educational needs.

5. Credit will not be awarded for both an area of the CLEP General Examinations and a Departmental Proficiency examination on a course related to that area. Also, credit will not be awarded for the General Examinations in those areas in which academic credit is earned through Advanced Placement Examinations or CLEP Subject Examinations.

6. Students may take the CLEP General Examinations at ISU under the Institutional Program at times

specified by the Measurement and Evaluation Service or at any CLEP Open Test Center. Students who take the CLEP examinations are individually responsible for the cost of the examinations.

## Departmental Proficiency Examinations

Departmental Proficiency examinations are provided by the University in most 100-level courses to allow an opportunity for regularly-admitted students to receive credit for knowledge attained outside formal educational channels. Some departments also provide examinations in 200 and 300-level courses. These examinations are optional and recommended only for students who are unusually well qualified. Specific information about the nature of the examinations should be obtained directly from the appropriate departmental offices. University policy on proficiency examinations follows:

1. Each department shall establish the manner and level at which a student shall be judged proficient in a way that is similar to the type and quality of examination(s) (including difficulty level and cut-off points) typically used in the determination of the final course grade. The minimal level at which a student is to be judged proficient shall be equivalent to a grade of "C" in the course. Placement procedures may be used with the approval of the department chairperson to determine the appropriate initial level of coursework for a student or the amount of credit that may be given as equivalent to prerequisite courses listed in the *Undergraduate Catalog*.

2. Each department shall have proficiency examinations for all 100-level courses regularly listed in the catalog (excluding seminars).

3. A comprehensive statement of course objectives should be available to all students for each course for which proficiency examinations are given. Only after examining the course objectives should a student consider whether or not he/she should elect to be examined as proficient in the course under consideration.

4. Participation in proficiency examinations is open to all students admitted to Illinois State University; however, students may not register nor receive credit for Departmental Proficiency examinations prior to the successful completion of twelve semester hours of accredited college or university coursework without written approval of the chairperson of the department in which the course is offered.

5. Credit granted for proficiency examinations will not have a letter grade assigned; therefore, the grade point average will not be affected.

6. Credit earned in proficiency examinations may not be used to raise grades or remove failures in courses already taken.

7. No course credit will be awarded for proficiency examinations which substantially duplicate previously earned college credit.

8. A student will not be permitted to take a proficiency examination more than once nor may any student register for more than one Departmental Proficiency examination each semester unless approved in writing by the chairperson(s) of the department(s) in which the courses are being offered.

9. Responsibility for the supervision and administration of the proficiency program shall rest with the Director of Instructional Development in the Office of the Dean of Undergraduate Instruction, Hovey 308.

## CLEP Subject Examinations

In addition to the opportunities provided by the CLEP General Examinations described above, several departments grant credit by examination in specific subject areas covered by CLEP Subject Examinations. Courses approved for credit under this program are History 123 and 124, Mathematics 115 and 116, Political Science 105, Psychology 111, and Sociology 106. Credit may also be earned and applied towards the requirements in the Medical Technology program for acceptable levels of performance on the CLEP Subject Examinations in Clinical Chemistry, Hematology, Immunohematology/Blood Banking and Microbiology.

Students may secure information on taking the examinations, on fees, and on passing scores from the Measurement and Evaluation Service at ISU.

## Placement Examinations

Examinations for appropriate course placement are offered by the Departments of Foreign Languages, Mathematics, and Music. No credit is awarded. The mathematics examinations are required of all mathematics majors and minors and students selecting a sequential program in mathematics. General students should also take the examinations if they are considering mathematics as a major or minor or majors in chemistry, physics or biological sciences, or preprofessional study in various science fields. Students in social sciences and business who expect to take either MAT 107 or 120 are also requested to take a special placement examination. Examinations in Foreign Languages or Music may be required of some students. Specific information about the examinations may be obtained from the respective departmental offices.

## State Latin Examination

A student who receives a rating of Superior or Excellent in the State Final Latin IV Examination for high school students will be granted eight semester hours of credit in Latin upon registration at this University.

## Advanced Placement Program

The Advanced Placement Program is sponsored by the College Entrance Board. The examinations are administered at designated high school testing centers. Students who have passed one or more of the Advanced Placement Examinations with grades of 5, 4, or 3 will be awarded college credit or exemption as indicated below.

A student who has taken Advanced Placement Program examinations should request that his or her scores be sent to the Office of Admissions and Records at Illinois State University. The following provides information in sequence on (1) the particular Advanced Placement Examination, (2) the score required for credit or exemption (in parenthesis) (3) the ISU course or courses for which credit or exemption is allowed, and (4) the total semester credit hours allowed.

American History (5, 4, or 3); HIS 135 and 136; 6 hours.  
Art-Studio (5, 4, or 3); ART 100, 2 hours; ART 103, 3 hours; ART 104, 3 hours (total 8 hours).

Art-History (5, 4, or 3); ART 150, 2 hours; ART 155, 3 hours; ART 156, 3 hours (total 8 hours).

Biology (5, 4, or 3); BSC 100, 3 hours; BSC 190, 4 hours; BSC 121, 4 hours (total 11 hours).

Chemistry (5 or 4); CHE 140, 5 hours; CHE 141, 5 hours (total 10 hours). (3); CHE 140, 5 hours.

English (5); ENG 101, 3 hours; ENG 104 or 105, 3 hours (total 6 hours). (4 or 3); ENG 101, 3 hours.

European History (5, 4, or 3); HIS 123 and 124; 6 hours.

### Foreign Language Examinations

Latin-Vergil (5 or 4); FOR Latin 116, 4 hours. (3); exemption without credit from FOR Latin 116.

Latin-Lyric (5 or 4); FOR Latin 202, 4 hours. (3); exemption without credit from FOR Latin 202.

Latin-Prose (5 or 4); FOR Latin 201, 4 hours. (3); exemption without credit from FOR Latin 201.

French Literature (5 or 4); FOR French 221 and 222, 6 hours. (3); exemption without credit from FOR French 221 and 222.

French Language (5 or 4); FOR French 115 and 116, 8 hours. (3); exemption without credit from FOR French 115 and 116.

German (5 or 4); FOR German 115 and 116, 8 hours. (3); exemption without credit from FOR German 115 and 116.

Spanish (5 or 4); FOR Spanish 115 and 116, 8 hours. (3); exemption without credit from FOR Spanish 115 and 116.

### Mathematics Examinations

Calculus Test BC (5 or 4); MAT 114, 115, and 116, 9 hours. (3); MAT 114 and 115, 5 hours.

Calculus Test AB (5 or 4); MAT 114 and 115, 5 hours. (3); MAT 114, 1 hour. Music (5, 4, or 3); MUS 151, 2 hours; MUS 152, 2 hours; MUS 252, 2 hours (total 6 hours).

### Physics Examinations

Physics Test B (5, 4, or 3); PHY 108 and 109, 10 hours.

Physics Test C, Part I (5, 4, or 3); PHY 110, 5 hours.

Physics Test C, Part II (5, 4, or 3); PHY 111, 5 hours.

## Honors Program

The Honors Program provides special educational opportunities for students who by their past performance indicate unusually high academic promise. It is designed to serve students who wish to develop their intellectual abilities to the fullest.

The Honors component of university education at Illinois State should be understood as providing something that is different. Honors study provides an opportunity for educational experiences in all four years which goes beyond ordinary experiences in learning and communicating information. Honors classes and seminars are sufficiently small to encourage interaction between professor and students. Instruction usually is conducted in modes other than the lecture. Honors derives its special characteristics from the interplay of professor and students in an intimate educational setting. Here the challenges to gain education are high and the rewards, also high, are reaped in self-education.

The Honors Program encompasses Honors courses in University Studies, Departmental Honors, In-Course Honors, Independent Honors Study and the Honors Individualized Curriculum.

Honors work in the freshman and sophomore years

is usually offered through Honors sections in courses which meet University Studies requirements and are the basic introductory courses of the offering departments. Departmental Honors programs are designed to facilitate advanced undergraduate Honors study in a student's major field. This opportunity is available at present in selected departments on the junior and senior level.

Opportunities exist to earn Honors credit in many regular courses through In-Course Honors. This activity is intended to encourage independent study and in-depth investigation as an Honors component in work covered in a regular course. Independent Honors Study, available in all departments, offers the opportunity for Honors-level self-guided study and investigation in a major discipline. Students desiring In-Course Honors and Independent Honors Studies should make arrangements with instructors and seek the approval of both the department chairperson and the Director of Honors.

The Honors Individualized Curriculum program provides specially qualified Honors students with a full curriculum tailored to their special interests and capabilities. It offers carefully selected students such opportunities as admission to advanced courses, independent study, research, enrollment in certain graduate courses, and possible modification of departmental course requirements where appropriate. Students should apply while in their sophomore year to the Director of Honors, Hovey Hall 307.

The Special Projects Program of Honors can make available limited financial support to Honors students for special academic activities that would not otherwise be feasible. Guidelines and procedures may be obtained from the Director of Honors.

Incoming freshmen who achieve composite scores of 28 or higher on their ACT tests or are in the 90th percentile or above are invited to apply for the Honors Program. Admission is made on the basis of additional factors, such as initiative and desire of the student to enter Honors, academic standing in secondary school, outside activities and, in unusual instances, recommendations of teachers and counselors. Students already enrolled in the University can be admitted to the program upon application. Requirements for admission are grade point average of 3.3 or above and recommendations from two faculty members who are knowledgeable of their capabilities. Admission requirements may be modified in individual circumstances by the Director of Honors subject to review by the student-faculty Honors Council. Contact the Director of Honors in Hovey Hall 307 for further information and assistance.

The Honors Program also administers the Faculty Colleague Program, a special program for selected incoming students by invitation of the Director of Honors. The principal objective of the program is to maximize opportunities in the University for students with outstanding academic potential through assignment of a "faculty colleague" adviser and building an individualized academic program to best meet the needs and abilities of students invited to participate in this program.

cally or educationally disadvantaged students, who without the financial, academic, tutorial, and counseling assistance provided by such a program, would have less opportunities for successful college experiences.

While the majority of the program's participants are regularly admissible to the University by current admission criteria, a small number of special admissions are made by the program each year. Criteria for admission of students not regularly admissible include personal interviews, past academic performances, recommendations by school officials, standardized tests, and writing samples. Potential for success is the major determinant for all admissions to the HPS program.

Support services include limited counseling and academic advising, with frequent referrals to other campus units offering these services, along with referrals to the Writing Center and the Reading and Study Skills Service. In addition to coordinating financial aid and work-study and other activities for its students, HPS also offers special credit courses in English and Mathematics for freshman participants whose backgrounds and test performances indicate the need for such courses. Interested persons may obtain further information at the HPS office at 411 West Willow Street.

## International Studies

The Office of International Studies provides services for Illinois State students and faculty who study abroad, foreign students, residents of International House, and students participating in the National Student Exchange. It also assists academic departments with intercultural and comparative programs in specialized fields. Further information about the programs listed below can be obtained from the Director of International Studies. An International Studies Center, located in Stevenson Hall, has current information on student travel and study abroad. A library of books, brochures, and other reference materials is available. The Center also serves as a meeting place for students and faculty who are planning trips abroad or have recently returned.

## Study Abroad

In keeping with the tradition of a liberal education, Illinois State encourages qualified students to consider studying in another country. The purpose of study abroad is to enable the student to gain a direct understanding of the intellectual and cultural achievements of another culture. In this way, study abroad may contribute toward intelligent citizenship in the world community. Academic programs for a summer session, a semester, or a year abroad are available to Illinois State students.

The University operates four study centers abroad. These centers are located in Salzburg, Austria; Grenoble, France; Brighton, England; and Nagoya, Japan. The center in Salzburg is a joint undertaking with Northern Illinois University. The programs at these centers are designed to be a continuation and enrichment of a student's regular on-campus academic program. Students who are accepted in these programs remain full-time students at Illinois State, and all courses offered at the centers abroad are authorized within the ISU curriculum. Thus, students studying at these centers abroad carry a full academic load for a semester or a year and

## High Potential Students Program

The High Potential Students (HPS) Program has as its objectives the enrollment and retention of economi-

retain full status as regular students at the University. The usual pattern is for at least one regular faculty member from ISU to be in residence at each center, serving as both instructor and counselor. The major part of the teaching, however, is done by instructors from the host university who lecture in English.

In addition, there are opportunities to study in other countries. Through its membership in a consortium of universities for international education, individual arrangements can be made for students who wish to study in countries other than those in which ISU has centers.

Most of the courses offered abroad fall in the University Studies category. No science or math courses are offered overseas. Therefore, the sophomore year offers the greatest flexibility for those who wish to study abroad. In some cases it is possible to work out a program of study abroad for the junior year, but this requires careful planning, and students should check with their department chairpersons before choosing this option. Anyone interested in study abroad should consult with advisers in the Office of International Studies.

In the summer session there are special opportunities for study and service abroad. Study programs are offered in foreign languages, art, music, special education, history, political science, economics, geography and sociology. Summer programs of study and service have in recent years taken students to Europe, Asia, the Near East and Latin America.

## Foreign Student Advising

The International Studies Office also provides services to all students who are citizens of other countries. The Director of the Foreign Students Program provides assistance to foreign students who must comply with U.S. Immigration and Naturalization regulations. Other services are coordinating campus and community resources and services available to foreign students and the interpretation of foreign students' backgrounds, needs and problems to the institution's officials, faculty and students as well as the community. The Director assists in matters relating to admissions, personal and academic problems, financial aid, hospitality, housing, and employment. All international students enrolling in the University for the first time should report to the International Studies Center in Stevenson Hall as soon as possible following their arrival on campus.

## International House

International House is a coeducational residence and academic program center for American and international students attending Illinois State. The purpose of the House is to promote cultural interaction and international understanding through social and educational programs. This setting provides opportunities to develop friendships and to encourage mutual respect among students of diverse backgrounds and cultures through the experience of living and learning with their contemporaries.

## National Student Exchange

In order to make possible an educational experience in cultural and geographic circumstances considerably

different from those of Central Illinois, Illinois State University inaugurated the National Student Exchange. Sophomores and juniors with a 2.5 cumulative grade point average may take up to a year's study at any one of numerous public colleges and universities in other states at costs equal to what a student who is a resident of that state would pay. In some cases, scholarship aid may be used. Applications are available between October 1 and March 1.

It is hoped that the exchange of students among institutions will enrich the educational experience of those individuals traveling to distant campuses and those of the host institutions who have a chance to meet and learn from incoming students. Institutions involved in this exchange are Bowling Green State University, California State College (Bakersfield), California State College (Chico), Fort Hayes State College, Illinois State University, Indiana University-Purdue University at Fort Wayne, Jackson State University, Montana State University, Moorhead State University (Minn.), Morgan State College (Md.), New Mexico State University, Oregon State University, Rutgers College (N.J.), South Dakota State University, State University College at Buffalo (N.Y.), Towson State College (Md.), William Patterson College of New Jersey, West Chester State College (Pa.), and the Universities of Alabama, Delaware, Hawaii, Idaho, Maine at Fort Kent, Maine at Portland-Gorham, Massachusetts (Amherst), Montana, Nevada (Reno), Northern Colorado, Oregon, South Florida, Utah, and Wisconsin (Green Bay). Others are joining the program each year. For more information, contact the International Studies office in Stevenson Hall 140.

## Speech and Hearing Clinic

Students having speech and hearing problems may receive evaluation and therapy at the Speech and Hearing Clinic, located in Fairchild Hall. The clinic also serves as a laboratory for students majoring in speech pathology and audiology. Hearing services include hearing tests, lip reading, auditory training and advice concerning hearing aids.

## Undergraduate Teaching Assistants

Undergraduate Teaching Assistantships (UTA) are available in nearly all departments of the University to junior and senior students who have demonstrated excellence in the discipline and overall scholastic achievement. The purpose of the program is to assist the faculty in the improvement of instruction and provide a valuable learning opportunity to the assistants. The responsibilities and nature of the UTA assignments are determined by the departments and colleges with the approval of the Dean of Undergraduate Instruction. The maximum financial compensation is \$450 a semester, or \$900 for the academic year. Some departments provide the opportunity for credit to be earned by the UTA under a General Offerings course (291 Seminar: Undergraduate Teaching Assistants). Three hours is the maximum of this credit that may be allowed for graduation. UTA

application forms are available in the departmental offices and the Office of Undergraduate Instruction.

## Writing Center

The Department of English invites students and faculty to visit the Writing Center located in Stevenson 410. Students will find tutors willing to help with many kinds of writing problems. Faculty will find teaching materials, individualized instruction packets and style manuals for their use both in teaching and in research. Students are invited to drop in, and faculty are asked to refer students by using the forms available in departmental offices. For further information contact: Dr. Janice Neuleib, Director of the Writing Center, or the Department of English.

## Student Services

The University provides a wide range of activities and services to assist students in achieving their educational goals. In order to assure a well balanced variety of activities and programs, the University provides museums, music and library reading rooms, intercollegiate and intramural athletic activities, art galleries, forensic and dramatic programs, and many other recreational activities for students, faculty, and staff. Numerous student and student-faculty organizations exist which provide students effective participation in the affairs of the University. To provide a climate of cultural growth outside the classroom, many outstanding scholars, artists, musicians, lecturers, scientists, and stage performers are brought to the campus by University departments and organizations each year. Out-of-class activities are considered an integral part of the total college experience at Illinois State. The following descriptions are designed to acquaint students with the various University activities, services, and organizations available at Illinois State.

## Student Affairs Office

The Student Affairs Office is designed to fulfill several broad functions for the University community, including that of administrative and programmatic coordination of all units identified as providing a major portion of their services to students. In addition, the office acts as a liaison between students — whether as individuals, groups, or the entire student body as a whole — and the University in general.

## Academic Advisement Center

The function of academic advisers is to assist students in the selection of courses, to provide needed information regarding University curricula and academic

policies, to work with students whose academic progress is unsatisfactory, and to refer students to other University services. All majors with less than forty-five (45) cumulative semester hours and all General and Unclassified Students are advised through the Academic Advisement Center. Students with more than 45 hours are assigned departmental advisers in their major field of study. Each summer, entering students receive academic advisement through the Preview ISU program. Any student who needs information on academic matters or who has special problems may call the Advisement Center for assistance.

## Counseling Center

The objectives of the Counseling Center are to provide students with assistance in making choices in the academic, vocational, and personal areas and to help them grow in their understanding of themselves. Counselors interact with students in a non-judgmental, unbiased manner by assisting them in examining their own values and life styles.

Counseling involves individual or group interviews with a professional counselor. The Center offers a variety of groups in such areas as personal growth, counseling, career exploration, and specific interest groups, which are initiated throughout the year according to student needs. A computerized vocational guidance system (SIGI) is also available to assist students in making career decisions. A student may call the Counseling Center for an appointment or simply come to the Center, 56 DeGarmo Hall. Most students can be seen for a first interview the same day they request assistance. All services are offered free of charge, on a voluntary basis, and remain confidential unless the student asks that someone else be informed.

## Financial Aid

The Financial Aid Office at Illinois State administers and coordinates aid funds from Federal, State, University, and private sources. These funds are available to insure post-high school educational opportunities to students. Advisers are available on a walk-in basis Monday through Friday in Hovey Hall to assist individual students in meeting the cost of a college education. More detailed information may be found in the earlier section on Financial Aid in this Catalog.

## Health Service

Illinois State University maintains Rachel Cooper Health Service as an integral part of its services for students. Students registering for 12 or more hours pay a Health Fee at the beginning of each semester which entitles them to Health Center services for the entire semester. Students who register for fewer than 12 semester hours have an option of paying the Health Fee by the 10th day of classes or obtaining service on a "pay as you go" (fee-for-service) basis. The Health Service outpatient clinic and infirmary are located in Fairchild Hall near the center of campus. University physicians are available for consultation during regular clinic hours. A registered nurse is on duty at all hours of the day and night except during official vacation periods as scheduled on the University calendar. Three hospitals and

competent medical specialists are available in Bloomington-Normal to handle medical problems when necessary.

All students entering ISU are encouraged to have a dental examination and necessary dental work accomplished by their family dentist prior to registration. Dental services are not provided by the University Health Service nor are they covered by student health and accident insurance (except as a result of accidental injury).

New students who have chronic medical conditions such as diabetes mellitus, ulcerative colitis, epilepsy, which require long-term and projected treatment, should plan to retain the services of private physicians for the continuing supervision and management of their case. The Health Service will be glad to cooperate, furnish emergency care and assist the student's physician in the students' care if the private physician furnishes written findings and instructions.

## Placement Service

The Placement Service serves the University in several ways. It informs students and alumni of the University of available positions, instructs them in making effective applications, helps them to recognize and observe good professional procedures, and provides related information which will help them to secure good positions. It also seeks to aid officials of schools, businesses and governmental agencies to find qualified applicants for positions. It informs students, faculty and departments concerning present supply and demand trends.

## Reading Study Skills Service

The Reading Study Skills Service offers free, non-credit individualized instruction in various reading and study skills to all currently enrolled students. A partial list of skills includes study time management, speed reading, reading texts efficiently, lecture note-taking, test taking skills and vocabulary improvement. Interested students should come to the Service Lab, 210 Schroeder, to arrange for an initial conference during which the student and a staff member will determine the skills to be covered, materials to be used, and the hours for working in the Service Lab. Although most students work in the lab over a period of time, students can also receive help on specific short term study problems. Students anticipating difficulties in given courses may find it beneficial to come to the Service Lab at the beginning of the semester.

## Residential Life (Housing)

The University operates both residence halls and family apartments. Full information and assistance in acquiring space in a residence hall or in one of the family units will be provided by the Office of Residential Life. In the event there is not sufficient space in University-owned housing, the Office of Residential Life will pro-

vide assistance in securing housing in the community. Listings of rental facilities in the Bloomington-Normal area are available in the Office of Residential Life.

## Student Code Enforcement and Review Board (SCERB)

SCERB has the responsibility for the review and enforcement of student regulations and the review of student grievances. For further information concerning student rights and responsibilities, and SCERB, consult the *University Handbook*, available on campus through the Office of the Secretary of the University in Hovey Hall.

## Student Programs and Activities/ University Events

This office is concerned with the total development of the University student at Illinois State by providing programs which reinforce the recreational, social, and cultural opportunities which a student may obtain through out-of-class interaction. Through the professional Program Advisers, it provides support for all student organizations on campus and, through the University Program Board, plans a wide spectrum of programs and performing events, such as University Forum, Entertainment Committee presentations, Capen Cinema programs, New Friends of Old Time Music, Union Board programs, and the Auditorium Cultural Series.

## Union and Auditorium

The University Union & Auditorium provides facilities and services which make possible presentations of many different kinds of public events on campus. All scheduling for campus facilities other than classrooms, with the exception of the residence halls and athletic facilities, can be made through the Reservation Office. In addition to meeting rooms, the University Union & Auditorium makes available various kinds of food service and study lounges, as well as other facilities. The Bowling and Billiards Center, located about 75 feet from the University Union & Auditorium, offers a full range of recreational activities.

# Veterans Services

The Office of Veteran Affairs is a part of the Financial Aid Office located in Hovey Hall. Two VA representatives advise veterans on matters relating to benefits and also handle the correction of payment problems. A veteran who was in the service one year or more may qualify for the Illinois Military Scholarship which pays tuition and some fees. To apply for the scholarship the veteran simply needs to bring a copy of his DD214 to the Financial Aid Office located in Hovey Hall. Certain dependents of deceased war veterans are entitled to educational benefits from the Veterans Administration. If a student seeks such benefits, contact should be made with the Veterans Office.

# Student Clubs and Organizations

The following organizations are presently established on campus to provide the opportunity for students to demonstrate leadership, initiative, and creativity.

## Student Association

The Student Association (SA) is an organization dedicated to providing a focal point for student leadership on the total campus. It is the highest office for student advocacy, and in this role it strives to influence decisions concerning the Illinois State student body. In addition, it endeavors to provide services for its constituency that fill needs created by student demands. All students are eligible to vote in all SA elections and referendums. SA provides an important means for student input, and exists only by virtue of student participation in its activities. Any student desiring information or who would like to participate in related activities should contact the SA by phoning 436-6661 or stopping by the offices at 225 N. University. Major SA activities include:

*Affirmative Action* — A service designed to reach out to the concerns of minority students.

*Book Exchange* — A service for all students to sell their old books at reasonable prices.

*Consumer Affairs* — A service which publishes area surveys and will resolve consumer complaints.

*The ESSAY* — A weekly report designed to provide insight into student organizations and SA services.

*Handicap Services* — A service to get students involved in helping visually and other physically handicapped students.

*Information & Research Center* — A service which provides information and conducts research on student concerns.

*Legal Aid Program* — A program designed to provide all students with advisory legal services at no cost.

*Printing Services* — Ditto, memo, thermo-fax, Offset and typing services are available to any student or organization to produce or reproduce any material.

*Ride Exchange* — Students can obtain and give rides to students all over the country by calling 436-6054 24 hours a day.

*Tenant Union* — A service which provides counseling regarding tenant and landlord problems that affect students.

*University Affairs* — A service that acts as a liaison between students and the University dealing with student-related concerns.

*Voter Registration* — An ongoing service to insure that all eligible ISU students are able to register at the college addresses.

In addition, SA attempts to extend its input by maintaining close contacts with both the Association of Illinois Student Governments and the Student Advisory Committee to the Board of Higher Education, thereby keeping abreast of developments on other college campuses throughout the State.

## Association of Residence Halls

The Association of Residence Halls (ARH) serves as a representative body within the University to identify and make known the needs of residence hall students, to seek improvements in the living environment, to provide easily accessible services for residents, and to present programs that meet residents' needs and interests. ARH works within the University to encourage awareness of the student perspective in residence hall policy formulation, personnel selection, programming coordination and development, fiscal concerns, long-range planning, and short-range problem solving. To provide the ARH officers and committees with necessary information on residents' needs and interests, each residence hall government is responsible for seeing that representatives are sent from their hall to make up the ARH Assembly.

The ARH organizational structure recognizes two divisions, operating and programming. The operating division includes the ARH Office, which offers residents a broad range of convenient services including duplication by ditto and an activities telephone hotline (M-O-M-M-Y). The office also serves as a location for direct contact between residents and the ARH officers and committees. Also included under operations is participation in national and regional conferences, an annual task force study to facilitate innovation in the residence halls, and publicity and advertising of the organization's services.

The programming division, Program Board, is responsible for the coordination and development of specific activities. Cooperation with residence hall governments and facilitating of their programming efforts are essential to the presentation of a satisfactory overall programming series. In addition to some jointly sponsored programs, Program Board produces programs independently.

For further information, contact the ARH Office by calling 436-6635 or stopping by the office at Watterson Towers, South Tower Service Level.

# Black Student Union

The Black Student Union is responsible for developing and providing opportunities for Afro-American students to involve themselves in creating culture programs relevant to them. It is further responsible for promoting positive identification, association, and relationship for Afro-American historical and contemporary culture. It provides an atmosphere conducive for relevant psychological and social needs of Afro-American students. The Black Student Union provides the opportunities for the development of decision-making ability and potential talents of students who have been neglected. The Black Student Union also provides a vehicle for students to understand their relationship to the total university community. Liaison relationships are maintained with the Student Affairs Office, Illinois Association of Black Students, and Midwest Association of Black Student Governments. Major Black Student Union (BSU) activities include:

*AMISTAD* — A bi-monthly publication to keep students informed of events that vitally affect them.

*Black Social Services Association* — An organization to promote social and cultural unity among Black organizations.

*Black Awareness Committees* — Ongoing committees to promote the preservation of Afro-American life and culture.

*Library Center* — A library designed for research on the contributions of Black Americans in the social, political and economic arena.

# Student Communication Media

The *Vidette* newspaper is published daily by students to present important campus news and to reflect student life. Students interested in journalism can get valuable experience in writing, makeup and editing. The student editor appoints a staff of assisting editors and reporters. A faculty general manager supervises the publications.

WILN, student operated carrier-current radio station, provides a daily schedule of programming to the campus residence halls for approximately 90 hours each week. Programs include a variety of locally produced news, sports and public affairs programs as well as recorded music. WILN is a campus organization with membership open to students interested in all phases of broadcasting.

TV 10 News is a nightly television news program telecast from the ISU studios and carried to the Bloomington-Normal community through the local television cable system. It is produced by the Office of Public Affairs and the Department of Information Sciences with professional direction. Students working on the program in news or technical positions may earn academic credit for their participation.

# Departmental Clubs

Among the student clubs directly associated with an academic department are the Accounting Society, Advertising Club, Agriculture Club, American Heritage Dancers, American Marketing Association, American Society of Safety Engineers, Association for Childhood Education, Association for Computing Machinery, Business Administration Club, Chem Club, Children with Communicative Disorders, Council for Exceptional Children, Dance Theatre, Data Processing Management Association, English Club, Friends of Anthropology, Geology Club, German Club, Junior High Forum, LeCercle Francais, Lowell Mason, Medical Records Society, Medical Sciences, Physics Club, Physical Education Majors Club, Society for the Advancement of Management, Society of Medical Technologists, Student Correctional Association, Student Elementary Education Board, Student Environmental Health Association, Student Home Economics Association, Student Sociology Association, Student Speech and Hearing, Student T.V. Workshop, and Traffic Safety Club.

# Departmental Honorary Societies

Academic honorary societies at Illinois State University include: Alpha Beta Alpha, Mu Chapter (Library), Alpha Lambda Delta (Freshmen women), Alpha Tau Alpha (National Agriculture), Alpha Zeta (Agriculture), Delta Omicron (International Music), Delta Phi Alpha (National German), Delta Pi Epsilon (Business Education), Gamma Phi (Gymnastics), Gamma Theta Upsilon (Geography), Iota Lambda Sigma (Industrial Arts), Kappa Delta Epsilon (Professional Education), Kappa Delta Pi (Education), Kappa Mu Epsilon (Mathematics), Kappa Omicron Phi (Home Economics), Omicron Delta Epsilon (Economics), Phi Alpha Theta (National History), Phi Beta Lambda (Business), Phi Delta Kappa (National Education), Phi Eta Sigma (Freshmen Scholastic), Phi Mu Alpha Sinfonia (National Music), Phi Sigma Society (National Biology), Phi Delta Phi (National French), Pi Omega Pi (Business Education), Red Tassel Chapter of Mortarboard, Sigma Delta Pi (Spanish), Sigma Tau Alpha (Rainbow Girls), and Sigma Tau Delta (English).

# Entertainment Organizations

Campus groups concerned with entertainment include: Capen Cinema, Centennial Cinema, Entertainment Committee, Free Film Society, Homecoming Board, New Friends of Old Time Music, Rites of Spring Steering Committee, University Forum Committee, University Program Board and Union Board.

# Foreign Interest Groups

Foreign Interest Groups include: African Students Association, Association of Latin-American Students, Chinese Students Association, Ethiopian Students Association, International Relations Association, Iranian Students Association, Nippon-American Student Association, and Third World Students Information Committee.

# Fraternities, Sororities, and Co-ops

General organizations include the Black Greek Association, Interfraternity Council, Panhellenic Association and Greek Council.

Among the social fraternities on campus are: Acacia, Alpha Gamma Rho, Alpha Kappa Lambda, Alpha Phi Alpha, Alpha Tau Omega, Beta Eta Tau, Delta Chi, Delta Sigma Phi, Kappa Alpha Psi, Lambda Chi Alpha, Omega Psi Phi, Phi Beta Sigma, Sigma Nu, Sigma Phi Epsilon, Sigma Pi, Sigma Tau Gamma, and Tau Kappa Epsilon.

Social sororities include: Alpha Delta Pi, Alpha Gamma Delta, Alpha Kappa Alpha, Chi Omega, Delta Delta Delta, Delta Zeta, Kappa Delta, Phi Kappa Delta (local), Pi Beta Phi, Sigma Gamma Rho, Zeta Phi Beta and Zeta Tau Alpha.

Co-ed fraternal organizations include: Delta Kappa Delta and Wine Psi Phi.

# General Interest Groups

These clubs and organizations include: Amateur Radio Club, American Civil Liberties Union, Black Awareness & Action Committee, Black Ball of Arts, Black Belt Karate Club, Black Businessmen/Women Unlimited, Black Love Unlimited, Black Social Services Association, Black Student Union, Brothers on Campus, Inc., Delta Dudes, Druid's Cave, Eckankar Campus Society, Forensics Union, Friends of the New School, Gay Peoples Alliance, Gleaners, Gojo-Kai Karate Club, Hounds, Inc., ISU Judo Club, Kappa Kittens, Married Students Association, Mary Mary, Mary Hartman Fan Club, Me Phi Me, Mensa, Monk Brothers, Inc., Naturalist Club, Omega Pearls, Pamoja Ndugu, People Opposing Tyranny, Student Association for Women, Students' International Meditation Society, The Tolkien Society, Veterans' Association, WILN Radio, and Worker-Student Alliance.

# Political Interest Organizations

Politically oriented groups include: Boston Tea Party, College Democrats, College Republicans, Concerned Student Coalition, Get Together Party, Progressive Party, Students for McCarthy, United Student Coalition, Unity Party, and ISU Youth for Thompson.

# Religious Organizations

These groups include: Apostolic Christian Bible Class, Baha'i Group, Baptist Student Fellowship, Baptist Student Movement, Baptist Student Union, Campus Crusade for Christ, Chinese Bible Study Group, Christadelphians of ISU, Christian Collegians, Christian Science Organization, Follow the Son Fellowship, In the Name of Jesus We Meet, Interdenominational Youth Choir, Intervarsity Christian Fellowship, Jewish Student Union, Latter Day Saint Student Association, Love, Salvation, and Devotion, Navigators, Newman Club, Prayer and Share, United Campus Christian Foundation, University Lutherans, The Way, Wesley Foundation, and Wittenberg Lutheran Center.

# Recreation and Sports Clubs

A balanced program of athletics and recreational activities is prominent in the activity program of the University. With first emphasis on good sportsmanship, University intercollegiate athletic teams compete in football, cross country, basketball, wrestling, swimming, gymnastics, track, golf, tennis and baseball. Junior varsity schedules are arranged in football and basketball. Redbird teams compete with teams from other universities and colleges in the Midwest and across the nation. A student-faculty Athletic Council helps to advise the President regarding athletic policies.

In addition to intercollegiate athletics for men and for women, the University provides a Campus Recreation program. This program includes a broad Intramural Program for men and women with competition scheduled in over 50 activities. The Recreation Office schedules supervised facilities such as gymnasiums, pools and tennis courts for student use. Programs including roller skating, pottery, woodworking and other activities are available. Another exciting option is the Outdoor Program involving checkout of camping, backpacking and canoeing equipment, as well as weekend trips scheduled for each activity. There are a number of recreation and sports clubs, which have open membership to all students. These clubs include: Block & Bridle Club, Bowling Club, ISU Corphyees, Hockey Club, Hockey Booster Club, Horseback Riding Club, Intercollegiate Sports for Women, Martial Arts Association, Officiating Club (Women's), Parks & Recreation Society, Rugby Club,

Scuba Club, Shufflin' Shoes, Ski Club, Sport Parachute Club, Table Tennis Club, ISU Trackettes, Trap and Skeet Club, Varunas, Weight-Lifting Club, Whitewater Club, and Wilderness Forum.

## Residence Hall Organizations

Each University residence hall has a student government consisting of elected officers and representatives who serve on hall committees and councils. Projects or items of common interest among the halls are shared through the coordination effort of the Association of Residence Halls. The residence organizations include: Association of Residence Halls, Atkin-Colby Student Association, Central Campus Residents' Association, Dunn-Barton/Walker Hall Association, Hamilton-Whitten Hall, Hewett-Manchester Student Association, National Residence Hall Honorary, and Wilkins, Haynie, and Wright Hall Student Associations.

## Service Organizations

University service organizations include Alpha Phi Omega, Circle K, ISU Debs, Illinois State Students for Physically Handicapped, Hospitalized and Homebound, Mortar Board, PATH, Students for Social Service, and ISU Tutorial Project.

## Music Activities

Music is an important experience in life, and Illinois State, recognizing this fact, provides music organizations to enrich the lives of students. These organizations also are of value in preparing students who plan to teach music to instruct similar groups. Some of the music organizations present programs both on campus and on tour. Membership in these organizations is open to qualified students. Music organizations include: the Chamber Orchestra, Chamber Wind Ensemble, Symphony Orchestra, Concert Band, Varsity Band, University Band, Jazz Bands, Fighting Fifty-Five, Marching Band, Concert Choir, Interdenominational Youth Choir, Madrigal Singers, University Glee Club, Treble Choir, and University-Community Oratorio Choir.

## Speech Activities

The Forensic Union affords an opportunity for intensive training and extensive participation in competitive intercollegiate tournament debating, audience debating, oratory, extemporaneous speaking, and a wide variety of other individual events. Any interested undergraduate regardless of previous experience may join. The Forensic Union travels widely off campus and hosts at home one of the nation's oldest and largest college forensics tournaments. On-campus programs include audience debates and the oratory division of the annual Edwards Medal Contest.

## Theatre Activities

The Department of Theatre offers courses and activities in theatre, film and oral interpretation. The University Theatre presents plays regularly in two theatres: Westhoff Theatre, a 450-seat proscenium theatre, and Allen Theatre, a 150-seat thrust stage theatre that is used largely for student-directed and experimental productions. All students are eligible to participate in all phases of theatre production. Admission of students to University Theatre productions is normally fifty cents upon presentation of activity card.

As part of the work of classes in Oral Interpretation, the Department of Theatre gives students an opportunity to participate in reading programs.

## University Services

## Academic Senate and Committees

The 50-member Senate includes 27 faculty members, 19 students, and four administrative representatives. The Senate's primary function is advising the President about the educational policy of the University. The Senate works within the limits established by legislative statute and the authority delegated to the Board of Higher Education and the Board of Regents.

Since the University believes that there are many channels in the college through which the goals of a college education may be realized, the following are among the student-faculty committees that have been established. Here students, faculty and administrators share in study, advisement, and in some instances the proposal of policy on matters of importance to the student body. Any student may petition the Student Association to serve on any of these boards and is encouraged to do so in order to share the experiences which such participation can offer.

- Academic Planning Committee
- Academic Standards Committee
- Council on University Studies
- Council for Teacher Education
- Elections Committee
- Entertainment Committee
- Honors Council
- Library Committee
- Parking Committee
- Reinstatement Committee
- Student Code Enforcement Review Board
- University Curriculum Committee
- University Union Board
- University Forum Committee
- University Bicycle Advisory Committee

# Admissions and Records

The Office of Admissions and Records receives, evaluates, and processes all applications to the University. Information is presented to high schools and junior colleges about the University's programs and opportunities. In addition, attention is given to providing whatever experiences or assistance might be needed by the student in his or her entry into the University. Orientation, registration of students, and the maintenance of student academic records are the responsibilities of this office. More detailed information on activities of this office is contained in the earlier section on Admission to Illinois State University.

## Alumni Services

Through the Alumni Office and Alumni Association, the various alumni clubs and former students maintain contacts with one another and the University. The Alumni Office, located in Rambo House, keeps records on file for nearly 50,000 alumni and serves as their headquarters when they are on campus.

The *Alumni News* is distributed quarterly to all alumni by the association. The association plans class reunions, hospitality rooms at conventions, alumni meetings throughout the State, an alumni travel program, and the annual alumni luncheons at commencement and Homecoming. Recent projects of the Alumni Association include the ISU Alumni Sports Hall of Fame, and support of Foundation-Alumni Scholarships and the Distinguished Alumni Awards.

In addition to the alumni clubs in Illinois, meetings are held periodically in St. Petersburg and Miami, Florida; Southern California; Northern California; Phoenix, Arizona; Denver, Colorado; Washington, D.C.; and New York City.

## Continuing Education and Public Service

Illinois State University offers off-campus courses, short courses, workshops and conferences. These are designed for teachers, administrators, business personnel and other adults who wish to improve themselves professionally. Off-campus offerings are considered an integral part of the total educational program offered by the University. Admission to classes is on the same basis as for courses offered on campus. The off-campus program includes both graduate and undergraduate courses. Classes are established in off-campus locations where needs justify this service. No distinction is made between credits earned on campus and off campus.

Before each session, the College of Continuing Education and Public Service publishes a bulletin which lists the course offerings, the professors, the centers and the

policies governing continuing education. Inquiries about off-campus courses are welcomed.

*Correspondence courses are not offered by Illinois State University.*

Illinois State makes available its facilities and the services of its staff members in an attempt to meet the needs of the various communities. Information concerning these services and instructions on how to arrange for them may be secured from the College of Continuing Education and Public Service.

During the regular school year, Illinois State University offers a number of undergraduate and graduate courses during the evenings and on Saturday mornings. These courses give residence credit which may be used in completing the requirements for degree programs.

## Educational Research Services (Laboratory Schools)

As a part of Educational Research Services, Metcalf Elementary School and University High School serve the University as laboratories for research relating to curriculum development, the teaching-learning process and aspects of teacher education. These schools also produce demonstrations of quality teaching and provide a milieu for the retraining and updating of teachers from the public schools. Metcalf Elementary School includes pupils from grades pre-K through 8, while University High School enrolls students in grades 9 through 12. In addition, both schools have a number of special education classrooms.

These schools cooperate closely with the departments of the University in their attempts to innovate effective new curricula to meet the needs of the public schools and to discover increasingly effective techniques for educating children. In addition, the laboratory schools provide the broad range of students and classes necessary for research into the improvement of teacher education.

## Graduate School

The Graduate School offers master's degree work in more than thirty academic fields and professional education areas and offers a Specialist in Education degree in Educational Administration. Master of Fine Arts degrees are offered in Art and Theatre. Doctoral programs are offered in Art, Biological Sciences, Economics, Educational Administration, English, History, and Mathematics. It is the chief aim of the Graduate School to provide an atmosphere in which students may extend their fields of knowledge by sharing research experience with faculty which will lead to professional improvement and scholarly achievement. Further information on graduate study at Illinois State may be obtained in the *Graduate Catalog* and in the Graduate School office in Hovey Hall.

# Media Services

Media Services supports the University's academic program by providing educational media and instruction in the use of media. Media services is organized into the production and/or service functions listed below:

**Media Distribution Unit:** All types of audiovisual equipment and prepared materials such as films and film strips are circulated for on-campus use through this unit.

**Graphic Production Unit:** Assistance is provided to faculty in this area for planning, designing, scripting, story boarding, editing, and refining all types of materials for audiovisual productions.

**Audio Production Unit:** Tape recording, duplication, narration, and slide synchronization programs are available through this unit for faculty.

**Learning Labs Unit:** This area includes a Pyramid information and retrieval system in DeGarmo Hall allowing students to obtain a copy of a program within a few seconds and completely control the presentation; a Learning Resource Center allowing for self-paced study through the use of audiovisual equipment; an audiovisual equipment laboratory housing self-paced instructional packages on the operation of audiovisual equipment for faculty and student use, a graphic production area where students and faculty can produce visuals, and an audio production area where students and faculty can make audio tapes and tape/slide presentations.

**Television Unit:** A closed-circuit television cable system links more than 35 classroom buildings and dormitories along with a direct connection to Tele-Cable, the community Cablevision company serving Bloomington-Normal. The Television Unit has four instructional channels along with five channels from Peoria and Champaign-Urbana. Media Services' Television Unit provides video support for courses.

All functions of Media Services except the television studio and the DeGarmo Pyramid System are located in the Educational Media Center.

# Parking Services

By action of the Board of Regents, the following regulations apply to students and visitors pertaining to motor vehicles and parking facilities on campus:

Every student vehicle occupying university parking facilities other than parking meter spaces must have a parking decal. The decal is obtained by registering the vehicle at the Parking Services Office in the General Services building and paying the appropriate fee.

Student parking decals will be honored in all lots that are specifically designated by color coded signs. Parking decals are color coded to correspond with the designated parking lots unless otherwise posted. University parking lots are posted as to the time of their use and who may park in them.

Upon request, a short-term temporary parking permit will be issued by the Parking Services Office for a guest or a visitor vehicle for parking in University facilities.

# Research Services and Grants

The University's Office of Research Services and Grants is an information and coordinating center for faculty and students who wish to secure financial support from sponsoring agencies to conduct research projects, training programs and public service activities. Projects and programs funded by governmental agencies and foundations constitute an important part of the University's involvement in research and development activities. This office serves as a catalyst to stimulate faculty and student interest in research projects, teaching experiments, and community service programs. It provides help in locating appropriate funding sources for new academic endeavors; assists in the development of research proposals; and acts as liaison between the University and funding agencies.

# University Foundation and Development Office

The Illinois State University Foundation is a not-for-profit corporation chartered by the State of Illinois for the sole purpose of serving Illinois State University. It does so by inviting, receiving, holding and administering gifts to support and enhance the regular activities of the University. Because the University achieves its greatest efficiency when its resources are assigned where their marginal yield is highest, the Foundation's first interest is to attract funds and uses of which are free of restriction. Nevertheless, the Foundation encourages prospective donors or contributors to exercise the right to specify the use to be made of their funds provided the overall interest of the University is served thereby. Alumni and other friends of the University who seek further information about the purpose of the Foundation, or ways in which they may make contributions to the Foundation, should confer with a representative of the Foundation or Development Office.

The Development Office is responsible for creating and carrying out a long-range program for expanding the amount of voluntary financial and other support for the University. Such voluntary support is used to provide scholarships, fellowships, student loans, research grants, equipment, and special purpose academic projects, buildings and facilities not likely to be provided by legislative appropriations. Because the University must use State funds primarily for additional classrooms and laboratories and for salaries, the support which the Office of Development can generate from individuals and industry provides the Margin of Excellence which enables ISU to continue to be a creative and progressive force in higher education. The Development Office, in actively seeking voluntary support for the University, is carrying on the tradition established by the University's founders, whose solicitation of gifts of money and land made the establishment of the University possible.

# University Publications

Illinois State University publishes the *Undergraduate Catalog*, the *Graduate Catalog* and the *Summer Catalog* which includes Short Courses and Workshops.

*Illinois Quarterly* is published four times a year and contains a variety of scholarly articles from various disciplines. It is under the supervision of the faculty Editorial Committee. *Illinois State University Life*, a monthly newspaper for staff and parents of students, includes news, photographs, and features pertaining to the University and is mailed to their homes. The *Alumni News* is mailed to all alumni four times a year.

*Up-Date* is a publication of the Office of Research Services and Grants. It is distributed at regular intervals to members of the faculty and describes current developments relating to government support for research and educational activities.

*Illinois State Report* is a news bulletin printed regularly during the academic year and is distributed to all staff members campus offices and community leaders.

Information concerning other publications prepared by University departments and divisions, by student groups, and by faculty members may be obtained from the Publications Service.

*Illinois State University Handbook* provides infor-

mation on University policies and regulations set up by student-faculty boards and by faculty and administrative agencies and officers, under the authority of the Board of Regents governing Illinois State University. The *Handbook* also describes the structure and function of the University and its agencies. Students, faculty, and staff of Illinois State University constitute an academic community. The University affirms the Guidelines for Individual Action and the General Regulations as enunciated in the *Handbook*. Each member of the community should — when appropriate opportunities occur — reaffirm and communicate these statements, pointing out to those whose behavior is in violation of them that membership in this community implies adherence to them.

## University Radio Station

Illinois State has transmitting facilities for a licensed non-commercial FM (89.1 on the dial) radio station. WGLT-FM has 6 full time professional staff members, with studios in the Educational Media Center, broadcasting a daily schedule of programs to Central Illinois and the campus for a total of 88 hours per week. The program schedule includes a variety of locally produced campus shows plus National Educational Radio Network programs.

# Undergraduate Academic Programs and Courses

The University offers a wide range of academic programs from bachelor's degrees through master's and doctoral degrees. Programs and degrees are available in the following fields of study:

- Accounting: B.S., M.S.
- Agribusiness: B.S.
- Agriculture: B.S. and cooperative master's program with University of Illinois.
- Anthropology: B.A., B.S.
- Applied Computer Science: B.S.
- Art: B.A., B.S., B.F.A., M.A., M.S., M.S. in Ed., M.F.A., Ed.D.
- Arts and Sciences: B.A., B.S.
- Behaviorally and Learning Disordered (Special Education): B.A., B.S., B.S. in Ed.
- Bilingual Education (undergraduate minor in Elementary Education).
- Biological Sciences: B.A., B.S., M.S., M.S. in Ed., Ph.D.
- Business Administration: B.S., M.B.A.
- Business Education: B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
- Chemistry: B.A., B.S., M.S., M.S. in Ed.
- Consumer Education (Business Education undergraduate minor).
- Contract Major (and minor): B.A., B.S.
- Corrections: B.A., B.S.
- Counselor Education: M.A., M.S., M.S. in Ed.
- Dance: B.A., B.S., B.S. in Ed.
- Deaf and Hard of Hearing (Special Education): B.A., B.S., B.S. in Ed.
- Distributive Education (Business Education): B.A., B.S., B.S. in Ed.
- Early Childhood Education: B.A., B.S., B.S. in Ed.
- Economics: B.A., B.S., M.A., M.S., D.A.
- Educational Administration: M.A., M.S., M.S. in Ed., Spec. in Ed., Ed.D., Ph.D.
- Elementary Education: B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
- English: B.A., B.S., M.A., M.S., M.S. in Ed., D.A.
- Environmental Health: B.S.
- Ethnic and Cultural Studies (undergraduate minor).
- French: B.A., B.S., M.A.
- General Business (Business Education): B.A., B.S., B.S. in Ed.
- Geography: B.A., B.S., M.A., M.S., M.S. in Ed.
- Geology: B.A., B.S.
- German: B.A.
- Health and Physical Education: M.A., M.S., M.S. in Ed.
- Health Education: B.S. in Ed.
- History: B.A., B.S., M.A., M.S., M.S. in Ed., D.A.
- Home Economics: B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
- Industrial Technology: B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed.
- Instructional Media: M.S., M.S. in Ed., and undergraduate minor.
- Journalism Education (undergraduate minor).
- Junior High School Education: B.A., B.S., B.S. in Ed.
- Latin (undergraduate minor).
- Latin American Studies (undergraduate minor).
- Legal Studies (undergraduate minor).
- Library Science: B.A., B.S.
- Mass Communication: B.A., B.S.
- Mathematics: B.A., B.S., M.A., M.S., M.S. in Ed., D.A.
- Medical Record Administration: B.S.
- Medical Technology: B.S.
- Mentally Retarded-Educable (Special Education): B.A., B.S., B.S. in Ed.
- Mentally Retarded-Trainable (Special Education): B.A., B.S., B.S. in Ed.
- Music: B.A., B.M., B.M. Ed., B.S., M.A., M.M., M.M. Ed., M.S.
- Office Administration (Business Education): B.A., B.S.
- Philosophy: B.A., B.S.
- Physical Education: B.A., B.S., B.S. in Ed.
- Physically Handicapped (Special Education): B.A., B.S., B.S. in Ed.
- Physics: B.S.
- Political Science: B.A., B.S., M.A., M.S.
- Psychology: B.A., B.S., M.A., M.S.
- Reading: M.S. in Ed.
- Recreation and Park Administration: B.S.
- Russian Studies: B.A.
- School Psychology: M.A., M.S., M.S. in Ed.
- Secretarial Education (Business Education): B.A., B.S., B.S. in Ed.
- Social Sciences: B.A., B.S.
- Social Work: B.A., B.S.
- Sociology: B.A., B.S., M.A., M.S.
- Spanish: B.A., B.S., M.A., M.S. in Ed.
- Special Education: M.A., M.S., and M.S. in Ed. with separate undergraduate majors.
- Speech Communication: B.A., B.S., M.A., M.S., M.S. in Ed.
- Speech Pathology-Audiology: B.A., B.S., M.A., M.S., M.S. in Ed.
- Supervision: M.A., M.S., M.S. in Ed.
- Theatre: B.A., B.S., B.S. in Ed., M.A., M.S., M.S. in Ed., M.F.A.
- Visually Handicapped (Special Education): B.A., B.S., B.S. in Ed.
- Western European Studies: M.A.

# University Degree and Program Requirements

## Undergraduate Degree Requirements

Undergraduate degrees available at Illinois State University include the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Music Education degrees. When applying for graduation, the student indicates the specific degree desired which he or she is qualified to receive.

Liberal arts or non-teacher education students who are candidates for the B.A. or B.S. degree must complete a major or comprehensive major field of study. Completion of a second major, minor, and second minor is optional.

Teacher education students who are candidates for a B.A., B.S., or B.S. in Ed. degree must complete professional education requirements and have both a major and a minor or a comprehensive major approved for teacher education.

Other degree requirements include:

**Bachelor of Arts.** University Studies requirements; General requirements for graduation; Field or fields of study requirements; 32 semester hours in humanities and social sciences; and three semesters or equivalent of foreign language, with at least one semester at the level of 115 or higher taken in college, with Foreign Languages classes taught exclusively in English excluded (the Department of Foreign Languages establishes high school and proficiency equivalents).

**Bachelor of Sciences;** University Studies requirements; General requirements for graduation; and Field or fields of study requirements.

**Bachelor of Science in Education.** University Studies requirements; General requirements for graduation; Teacher education approved major and minor or comprehensive major; and Professional education requirements.

**Bachelor of Fine Arts.** University Studies requirements; General requirements for graduation; and Art field of study requirements for B.F.A. degree.

**Bachelor of Music.** University Studies requirements; General requirements for graduation; and Music field of study requirements for B.M. degree.

**Bachelor of Music Education.** University Studies requirements; General requirements for graduation; Music field of study requirements for B.M.E. degree; and Professional education requirements.

# General Requirements for Graduation Requirements for All Students

The following graduation requirements apply to all students. Meeting graduation requirements is the individual responsibility of each student. The student and adviser should check the student's program of courses frequently to assure that the student is fulfilling the following graduation requirements (all references to hours are to semester credit hours.)

**1. Total Hours.** The actual hour requirement for an undergraduate degree varies by the program or combination of programs that a student elects. A student must have a minimum of 120 hours of credit. There are some curricula or combinations of fields which require additional hours. If all specified requirements are completed with fewer than 120 hours, a student must elect sufficient course work to total at least 120.

**2. University Studies.** University Studies hours must total at least 42 hours exclusive of courses taken in the student's major department and distributed over five areas as described in the Catalog. A transfer student who is admitted to the University from a public community college in Illinois and who has completed an associate degree in a baccalaureate-oriented sequence shall be considered to have met the University Studies requirement; other transfer students must complete the regular University Studies program. See the University Studies section of the Catalog for specific area requirements.

**3. Senior College Hours.** The senior college hours (courses numbered 200 or above) must total at least 42 hours. Coursework transferred from other colleges and universities is not counted as senior college credit if freshmen and sophomores are regularly permitted to enroll in such work. No credits from two-year colleges may be counted as senior level.

**4. Grade Point Average.** The grade point average for all courses taken at Illinois State University must be 2.0 (C) or higher. In addition, the student must have a grade point average of 2.0 (C) or higher in the major field and the minor field, if the student has a minor.

**5. Removal of Incompletes.** Each Incomplete grade (I) must be removed at least six weeks before the Spring commencement or two weeks before August graduation if the course is to be used in meeting graduation requirements.

**6. Residence Requirements.** Unless otherwise specified in a specific program, the residence requirement is completion of one-half of the last two years (a minimum of 30 hours) at Illinois State University.

**7. Constitution Examination.** Each student must pass an examination on the Constitution of the United States and the State of Illinois and on the proper use of the American flag. It is given on five different dates throughout the year as listed on the Instructions for Registration for each semester and for the eight-week summer session. It is also administered to all students enrolled in Political Science 105. A student may also meet this requirement by presenting certification of

having passed an appropriate examination at another accredited Illinois college or university.

**8. Correspondence and Extension Course Limit.** A student may not present more than 32 hours of extension and correspondence credit for graduation. Of the 32 hours, not more than 16 hours of correspondence credit will be accepted. Illinois State University no longer distinguishes between those courses offered on campus and those offered off campus and does not offer correspondence courses. Therefore, all credit hours earned at Illinois State apply toward graduation.

## Catalog and Graduation Requirements

For a student in regular attendance during at least one term of each academic year, the requirements for graduation are those specified in the catalog for the year the student entered the University. If attendance is not continuous, a student must meet the requirements specified in the catalog in effect when the student reenters the University. If such a student continues in the curriculum chosen originally, the credits earned in meeting the requirements under an old program will apply in a revised program. In all instances, the University may adjust graduation requirements to insure that each graduate of a teacher preparation curriculum meets the course requirements for an Illinois Teaching Certificate.

A student who transfers from a two-year college to this University may choose to meet graduation requirements specified in the Illinois State University catalog in effect at the time the student entered the community college if the student had planned a program with a view toward entering this University and if the following requirements are met: (1) the period of attendance at the community college must not have exceeded two calendar years; (2) transfer to Illinois State University must have occurred not later than six months following attendance at a community college.

Since University programs are continuously evaluated and improved, a student is allowed to graduate under new requirements published while the student is in attendance at the University. A student who changes to new catalog requirements, however, must meet all the new catalog requirements except for University Studies.

## Senior Evaluation, Application for Graduation, and Commencement

During the early part of a student's senior year, the Office of Admissions and Records will inform the student of the graduation requirements still to be fulfilled. Student submission of the application for graduation initiates this senior evaluation process.

In determining specific program requirements (in addition to the general requirements for graduation stated above), a student should consult the following sections of the catalog: (1) the University Studies Requirements; (2) the specific requirements for the major and/or minor fields of study; and, if the student seeks teacher certification, (3) the University-Wide Teacher Education Program Requirements information provided in the College of Education section of the Catalog.

Each student should apply for graduation to the Office of Admissions and Records on or before the date specified in the *Class Schedule* and in the University calendar. The student pays a \$10 graduation fee when applying for graduation, unless the fee is covered by a State Scholarship.

Degrees are conferred and diplomas awarded after the close of each semester and summer session. Commencement is held once each year in May at the end of the second semester. Undergraduate students completing requirements prior to Commencement as well as those who expect to complete degree requirements at the close of the following summer session may participate in Commencement exercises.

## Second Bachelor's Degree

A student who has already received one bachelor's degree from Illinois State University, or from another college or university accredited for baccalaureate degrees by the appropriate regional accrediting association, may receive a second bachelor's degree at Illinois State University. All specified requirements for the second degree must be met, and the program of studies completed for the second degree must include at least 32 hours of coursework taken after the granting of the first degree. At least 24 of the 32 hours offered toward the second degree must be senior college level (courses numbered 200 and above).

## University Studies Requirements

Each student seeking a bachelor's degree must complete either the University Studies or Individual University Studies program described below. The purpose of University Studies is to provide the student breadth through a familiarity with disciplined inquiry in communication and fine arts, humanities, natural sciences and mathematics, social and behavioral sciences, and applied and professional studies. Students wishing to enter the Individual University Studies program must apply during the freshmen year. Otherwise, students are assumed to be completing the regular University Studies program. The Proficiency and Placement Examinations section of this catalog describes how a student may meet some University Studies requirements through the College Level Examination Program (CLEP) and other proficiency examinations.

**Community College Transfer Students:** A transfer student who has completed an associate degree based on a baccalaureate-oriented sequence who is admitted to the University from a public community college in Illinois shall be considered to have attained junior standing and to have met his or her University Studies requirement. Other transfer students must complete the regular University Studies program.

**Teacher Certification:** Students who plan to teach should be familiar with the general education requirements for teacher certification in Illinois and the requirements for admission to the University's teacher education program. Both are described in the University-Wide Teacher Education Program Requirements information provided in the College of Education section of the Catalog. Students planning a career in teacher education can meet these requirements within University Studies, but they must plan their program accordingly.

**International University Studies:** Credit in University Studies may be earned through the International Studies Program. Information is available from the Director of International Studies.

**Honors and University Studies:** Students admitted to the Honors Program should consult the Director of Honors regarding special opportunities in their University Studies programs.

**Experimental University Studies Courses:** The Council on University Studies approves, in addition to the regular courses listed, Selected Studies courses which may also be used to satisfy requirements in the specified groups. These 189, 289 or 389 courses do not appear in the course section of the catalog but are identified by title below. Information concerning new experimental courses is available in each semester's *Class Schedule*.

## University Studies Program

Students in this program must complete a minimum of 42 hours of University Studies exclusive of courses taken in the student's major department. A minimum of 6 hours is required and a maximum of 12 hours is allowed in each of the five areas. Courses required in a student's major field which are not in his or her major department and courses in a student's minor field may be counted toward University Studies.

Except for English 101, the program requires neither specific courses nor courses from specific departments. However, within each area, a student is limited to either two courses or a total of 6 hours (whichever is greater) from a single department.

Teacher education students who follow this program are advised to plan their programs so they will meet State requirements in general education for teacher certification as well as the requirements for admission to the University's teacher education program.

Students who select the Contract Major or the interdisciplinary comprehensive majors in Arts and Sciences and in Social Sciences may count any University Studies course toward the 42 hours required in this program without regard to the exclusion of courses taken in the student's major field. General Students (students who have not yet declared a major) are advised that when they do identify their major, courses in their major department do not count toward the University Studies requirement.

Courses approved for University Studies are listed below and identified in the course section of the catalog by the symbol US and the area of University Studies toward which the course counts (for example, US-A would be a course toward the fulfillment of the Group A requirement).

### Group A: Communication and Fine Arts 6-12 Semester Hours

**English 101 is a University Studies requirement for all students.**

Art 100, 150, 242, 250, 259, 277, 278.

Business Education 115.

Curriculum and Instruction 109.

English 101 (required of all students), 145, 241, 243, 245, 247, 289 (Research Writing).

Foreign Languages 101, 111, 112, 113, 114, 115, 116, 189 (Elementary Chinese) as appropriate to the level of previous language instruction.

Information Sciences 110, 120, 123, 125, 160, 167, 201, 270.

Interdisciplinary Studies 189 (Approaches to Communication).

Mathematics 168, 210.

Music 100, 101, 102, 151, 152, 153, 154, 250, 259.

Philosophy 110, 210, 239.

Theatre 100, 101, 131, 132, 141, 146, 232, 250, 259, 270, 341, 345, 365.

### Group B: Humanities 6-12 Semester Hours

Art 155, 156.

English 102, 103, 104, 105, 106, 110, 130, 150, 160, 189 (Today's Shakespeare), 189 (Afro-American Literature), 189 (Heroes and Anti-Heroes), 189 (Jesus and the Quest), 189 (Poetry of Rock), 213, 214, 215, 216, 217, 218, 219, 222, 223, 231, 232, 233, 234, 235, 236, 250, 251, 252, 254, 255, 256, 284, 285, 286, 289 (Afro-American Literature since 1920).

Foreign Languages 105, 189 (Solzhenitsyn), 189 (Outsider as Hero), 189 (Social and Political Revolt in Modern German Literature), 289 (Women in French Literature), and all 200 level literature courses.

History: Any History course except 135, 136, 137 (see Group D), 287, 306, and 390. Group B includes 289 (Modern Revolutions), 289 (History of the American Indian).

Interdisciplinary Studies 100 and 101 (Humanities—European Civilization I and II), 189 (Humanities, English Heritage), 189 (Humanities, British Civilization).

Philosophy 101, 120, 138, 189 (Religions of the Orient), 203, 207, 209, 220, 232, 240, 242, 250, 253, 254, 255, 289 (Nature of Man), 305, 350, 360, 361, 362.

Theatre 300, 343, 344.

### Group C: Natural Sciences and Mathematics 6-12 Semester Hours

Biological Sciences 100, 102, 121, 122, 123, 160, 181, 182, 189 (Introduction to Evolution), 190, 191, 192, 195, 294.

Chemistry 102, 104, 110, 112, 114, 140, 141, 150, 220.

Geography-Geology 100, 110, 175, 180, 185, 195, 200, 202, 275.

Mathematics 103, 104, 105, 106, 115, 116, 120, 121, 151. Physics 100, 101, 102, 105, 108, 109, 110, 111, 201.

### Group D: Social and Behavioral Sciences 6-12 Semester Hours

Economics 100, 101, 189 (Introduction to Economic Science I and II), 189 (Economics of the Arts).

Geography-Geology 135, 150, 205, 208, 210, 215, 220, 225, 230, 240, 245, 250, 255, 260.

History 135, 136, 137.

Information Sciences 223.

Interdisciplinary Studies 189 (People in Conflict), 189 (Cradle to Grave), 189 (Blacks and Whites).

Political Science 105, 109, 141, 211, 213, 215, 217, 220, 221, 222, 223, 229, 231, 241, 242, 244, 245, 251, 252, 253, 262, 263, 264, 310, 312, 313, 315, 316, 329, 330, 331, 344, 345, 346, 347, 348, 351, 354, 356, 362, 363, 364.

Psychology 111, 112, 131, 232.

Sociology-Anthropology 106, 107, 131, 180, 182, 183, 260, 261, 262, 263, 264, 267, 268, 281, 282, 283, 386.

### Group E: Applied and Professional Studies 6-12 Semester Hours

Accounting 131, 132.

Agriculture 100, 101, 110, 150, 170, 189 (American Agricultural Heritage), 189 (Landscaping and Man), 189 (Soils), 189 (Home Vegetable Production, 286).  
 Allied Health 100, 155.  
 Biological Sciences 145, 189 (Green Thumb Botany), 189 (Genetics and Society), 199, 202, 306.  
 Business Administration 110, 111, 140.  
 Business Education 111, 112, 330.  
 Corrections 101.  
 Curriculum and Instruction (courses may be taken for University Studies by *non-teacher education students only*), 228, 231, 232, 235, 328.  
 Economics 306.  
 English 189 (Literature and the Movies), 306.  
 Foreign Languages 189 (Chicano Studies).  
 Geography-Geology 306.  
 Health, Physical Education, Recreation and Dance:  
     Physical Education (HPR)—all 100-149 courses and 180, 181, 182, 225, 340; Dance (HPR) 120, 123, 124, 163, 165, 166, 167, 169, 267, 268, 269.  
 History 306.  
 Home Economics 106, 131, 132, 330.  
 Industrial Technology 171, 189 (Emergency Preparedness), 308.  
 Information Sciences 115, 140, 210, 240, 241.  
 Interdisciplinary Studies 102, 120, 189 (Career Choice), 189 (Maleness and Masculinity).  
 Music 181-188, 281-286, 288.  
 Philosophy 189 (Persons, Meanings, Values), 189 (Philosophy and the Sciences).  
 Political Science 306.  
 Speech Pathology and Audiology 112, 115, 120.  
 Any departmental Independent Study project not in the student's major field, *provided* that the project is approved in advance by the department and Dean of Undergraduate Instruction or designee.

**Dean's Recommendation on University Studies:** While the University Studies program outlined above provides much flexibility, the Dean of Undergraduate Instruction recommends that entering freshmen students give strong consideration to structuring a program of courses which will satisfy the University Studies requirement by providing basic general education background and skills. In Group A, ENG 101 (Language and Composition) is required; it is strongly recommended that students take the course during the freshmen year. INF 110 (Fundamentals of Speech) is recommended toward building oral communication skill, and many students will also wish to take a year of foreign language. In Group B, the entering freshman should strongly consider either (1) the integrative, interdisciplinary Humanities courses (IDS 101 and 102, Humanities I and II on European Civilization) or IDS 189 (Humanities, English Heritage and British Civilization), or (2) a combination of regular literature courses from English or Foreign Language courses listed together with History and Philosophy courses. In Group C, a basic mathematics course is recommended and students should strongly consider at least one laboratory course from among the basic science courses listed in Biological Sciences, Chemistry, Physics, and Geology. In Group D, students should build a background in the basic social and behavioral sciences by strongly considering courses such as ECO 100, POS 105, PSY 111, SOA 106, and HIS 137. Group E provides the opportunity for selection of courses from among several applied areas. Freshmen are advised in the Academic Advisement Center and competent advisers are available there to assist students in structuring a Universities Studies program providing the

general education background and skills necessary for later specialized study in the student's major discipline.

## Individual University Studies Program

Any freshman student who has completed fewer than 25 hours may elect the Individual University Studies program as an alternative to meeting the requirements specified in the regular University Studies program. This option allows the student and his or her faculty adviser to plan a completely individualized program which considers the student's previous experience and particular interests. A student interested in pursuing the program should:

1. Obtain information and Individual University Studies (IUS) material from the Office of the Dean of Undergraduate Instruction. Students normally enter the program **during** the first semester of the freshman year, after having registered for their first semester's course.

2. Meet with his or her faculty adviser to discuss an individualized program and complete the plan of study which outlines the minimum of 42 hours (exclusive of courses taken in the student's major department) that will be taken to complete the program. The IUS plan of study may utilize any course in the University. It is not necessary that the plan include the 6-12 hours area requirement of the regular University Studies program. IDS 187 and 287 (Independent Study) are available in the program. Students desiring to use these courses should first consult the Director of Honors.

3. Submit a completed plan of study to the Office of the Dean of Undergraduate Instruction. The program will be approved if (a) the student has completed fewer than 25 college hours, and (b) the IUS contract is agreed to by both the student and his or her faculty adviser and represents reasonable breadth. Changes may be made later in the plan of study contract by agreement between the student and adviser.

4. Submit to the Dean of Undergraduate Instruction during the semester in which the student will complete the IUS contract, a listing of courses actually completed or in process which will complete the program. This information is submitted to the Registrar to validate the successful completion of the student's IUS program.

Teacher education students who elect this program are advised that they are individually responsible for meeting the general education requirements for teacher certification and requirements for admission to the University's teacher education program. Students may meet these requirements within the IUS program, but must plan their programs accordingly.

## Preparation for Graduate and Professional Study Graduate Study at Illinois State

Students interested in graduate study at Illinois

State University should consult the *Graduate Catalog* for admission requirements and programs available. Further information may also be obtained from department offices and the Graduate School office in Hovey Hall. Illinois State offers a comprehensive range of master's degree programs and doctoral level programs in Art, Biological Sciences, Economics, Educational Administration, English, History, and Mathematics.

## Professional Study Preparation

Requirements for admission to professional study vary according to the profession as well as among the schools offering study for the professions. For this reason, a student planning to enter a professional school should seek specific admission information from the professional school he or she plans to attend. Preparation for admission to a professional school consists of: (1) a broad educational experience (a function of the University Studies program); (2) courses which meet the specific admission requirements of the professional school the student plans to attend; and (3) major and minor subjects which allow for in-depth study in a field of interest and provide an alternative career direction if that becomes desirable.

## Health Professions

Preprofessional programs for health related professional colleges usually imply a major in one of the departments in the College of Arts and Sciences. Majors in Biological Sciences or Chemistry are usually elected because several specific preprofessional course requirements can be applied toward a major in these fields. However, a major in any one of a number of other departments in the College is appropriate for many students who have a specific career goal in mind. Speech Pathology and Audiology, Mathematics, Psychology, Sociology, Physics, Economics, and Foreign Languages are several examples of academic areas which have application to specialties within the health professions.

Minimum admission requirements to colleges of Medicine, Dentistry, and Veterinary Medicine are discussed below. Further information about admission procedures to these and other health related professional colleges can be obtained by contacting Dr. Kenneth Fitch in the Department of Biological Sciences.

### Medicine

Admission policies of individual medical colleges are set forth in "Medical School Admissions Requirements—United States and Canada." Orders for this book should be addressed to:

Association of American Medical Colleges  
One DuPont Circle, N.W.  
Washington, D.C. 20036  
Price: \$5.00 postpaid

Specific course requirements of medical schools in the State of Illinois can be met by taking the following courses:

Chemistry 140, 141, 230, 232, 233.  
Biological Sciences 190, 192.  
Physics, 108, 109  
Mathematics 115, 116.

Other specific course requirements are usually met by completion of the University Studies program. It should be understood, in addition, that a careful selection of University Studies and elective courses beyond the spe-

cific admission requirements, can make the applicant more competitive.

Although a few students are accepted for enrollment in medical college after completion of 90 semester hours, they are distinct exceptions. Most students should anticipate the completion of the requirements for a bachelor's degree with the following approximate timetable:

1. Completion of specific course requirements by the end of the junior year.
2. Medical College Aptitude Test taken in May of the junior year.
3. Medical College application process begun in August preceding senior year.

### Dentistry

Admission policies of individual dental schools are set forth in *Admission Requirements of U.S. and Canadian Dental Schools*. Orders for this book should be addressed to:

American Association of Dental Schools  
1675 Massachusetts Avenue, N.W.  
Washington, D.C. 20036  
Price: \$5.00 postpaid

With the completion of the University Studies program, the following courses would meet the minimum specific course requirements for Illinois dental schools:

Chemistry 140, 141, 230, 232, 233.  
Biological Sciences 190, 192.  
Physics 108, 109.

Most students enter dental school after three or four years of preprofessional studies. The minimum requirement for admission to dental schools in the State of Illinois is two years of college even though most such applicants are unsuccessful. It is therefore advised that students anticipate at least a three-year program with the following timetable:

1. Completion of specific course requirements by the end of sophomore year.
2. Dental Aptitude Test taken in January or April of the sophomore year or October of the junior year.
3. Dental college application process begun in the Fall of the junior year.

### Veterinary Medicine

Illinois residents find it exceedingly difficult to gain admission to colleges of veterinary medicine outside the state. Students should therefore direct their attentions largely to the admission policies of the University of Illinois College of Veterinary Medicine.

Specific course requirements are identical to those indicated for dentistry. Some two-year students are accepted, but the majority of successful candidates have three or four years of preprofessional study. The student is therefore advised to plan his program for completion of the requirements for admission to veterinary college by the end of the sophomore year, and that a four-year program leading to a bachelor's degree be anticipated in the event that early application to veterinary college is not successful.

## Engineering

Illinois State University offers the courses ordinarily required for the first two years of an engineering curriculum. Students enroll as majors in Physics while at Illinois State. The strong sequential nature of engineering curricula requires that appropriate course selections be made in the first two years if a sound program is to be

developed. Student should contact Dr. Robert Young in the ISU Department of Physics for help in planning an appropriate plan of study and for more information concerning the preengineering program.

Illinois State University has an affiliation with the College of Engineering at the University of Illinois whereby students may earn a bachelor's degree from Illinois State University and a bachelor's degree in engineering from the University of Illinois at Urbana in a five-year program. Students generally spend the first three years at Illinois State University and the final two to two and one-half years at the University of Illinois. Increasing numbers of engineering graduates enter leadership roles in industry and government and require a greater understanding of the impact of technology on society. The five-year program encourages a student to develop a broad understanding of the social sciences and humanities and excellence in technical studies. Students interested in this program are urged to contact Dr. Robert D. Young in the ISU Department of Physics at ISU, as soon as possible in their undergraduate careers.

## Law

Most law schools do not require any particular undergraduate concentration. A committee of the Association of American Law Schools has recommended that the pre-law student keep in mind three basic objectives in planning an undergraduate program: education for articulate oral and written expression; education for greater understanding of human institutions and values; education to develop the skills of conceptual analysis. The committee emphasized the need for a broad, liberal education with development of the student's intellectual interests rather than one directed too pointedly for later professional training and practice. Students may consult with the University's pre-law adviser, Dr. Thomas Eimermann, for assistance in selecting appropriate majors and utilizing valuable electives.

Students planning to apply for admission to law school should plan on taking the Law School Admissions Test in either the spring of their Junior year, in the summer between their Junior and Senior years, or in the fall of their Senior year. Information about the exact dates and procedures for the test can also be obtained from Dr. Eimermann in the Department of Political Science.

## Social Work

The profession of social work recognizes three academic levels of preparation for practice. The first level is that provided by Illinois State University's undergraduate Social Work major. Students completing this major will hold a baccalaureate degree qualifying them for the beginning level of professional practice upon graduation (see the Comprehensive Major in Social Work).

A secondary objective of the Illinois State University Social Work major is to prepare students for advanced study at the second or graduate level of preparation. Graduates of this advanced program receive a Master of Social Work (M.S.W.) degree which is considered the equivalent of a terminal degree in the profession.

For those students desiring eventually to teach, to conduct independent research, or to attain important administrative positions in the professional field, a growing number of graduate schools offer a third level of preparation which is the Doctor of Social Work (D.S.W.) or Ph.D in Social Work degree.

Students interested in graduate social work education, either immediately upon graduation from Illinois State University or after a period of professional practice, are urged to consult their social work adviser in the Department of Sociology-Anthropology.

## Teaching

Undergraduate students interested in preparing for teaching careers in the public schools should consult the College of Education section of the Catalog for information on admission to the teacher education program of the University and meeting professional education and certification requirements. Students interested in preparing for teaching careers in colleges and universities should consult academic advisers in the discipline in which they plan to teach for information concerning appropriate graduate degree preparation.

# Program and Course Explanations Departmental Abbreviations

The following abbreviations for departmental offerings are used both in the program requirement descriptions and in the course descriptions throughout the Catalog. They are also identical with those used in the *Class Schedule*.

ACC	Accounting
AGR	Agriculture
AHP	Allied Health Professions
ART	Art
BSC	Biological Sciences
BUA	Business Administration
BEA	Business Education and Administrative Services
CHE	Chemistry
COR	Corrections
C&I	Curriculum and Instruction
ECO	Economics
ENG	English
FOR	Foreign Languages
GEO	Geography-Geology
HPR	Health, Physical Education, Recreation and Dance
HIS	History
HEC	Home Economics
IDS	Interdisciplinary Studies
IT	Industrial Technology
INF	Information Sciences
MAT	Mathematics
MUS	Music
PHI	Philosophy
PHY	Physics
POS	Political Science

PSY	Psychology
SOA	Sociology-
	Anthropology
SED	Special Education
PAS	Speech Pathology-
	Audiology
THE	Theatre

## Major and Minor Program Descriptions

Each undergraduate program available at Illinois State University is listed below including majors, comprehensive majors, and minors. A *major* is designed so that a student would ordinarily combine it with a minor. A *comprehensive major* is designed to be more inclusive, and the student would not ordinarily combine it with a minor. Three general items of information are provided for each program: (1) the degrees which are offered for students who major in the program; (2) the department or office in the University a student should contact for further information about the academic major or minor; and (3) the availability of liberal arts and/or teacher education programs in the area of study. Subdivisions of majors are of two types; (1) a *sequence* is a subdivision of a major in which there are specific curriculum requirements, and (2) a *concentration* is a subdivision of a major which is provided for advisement purposes only (there are not specific curriculum requirements in a concentration). Where two or more sequences are identified under a major, the student selects one of these sequences. Many programs are identical for both liberal arts and teacher education students. Where these programs are different, the major or minor for students preparing to teach is identified as an "Education" program. For example, the liberal arts student studying French should complete the regular French major and the teacher education student, the French Education major. As a further example, the student of Mathematics completes the same major or minor program whether that student is a liberal arts or teacher education student. All references to hours are to semester hours.

## Course Descriptions

The University operates on the semester plan. The credit value of all courses is stated in terms of semester hours. Ordinarily, a semester hour is assigned for a 50-minute class meeting per week for the semester; therefore, a course valued at three semester hours generally meets three periods weekly. In laboratory courses, at least two 50-minute periods per week are ordinarily required for each semester hour of credit.

**Course Levels.** Each course bears a distinguishing number for identification and indication of its academic level. The numbering system is as follows:

100-199 Lower division undergraduate courses, primarily for freshmen and sophomores.

200-299 Upper division undergraduate courses, primarily for juniors and seniors. A student should normally have completed at least 45 semester hours before enrolling in a course at this level.

300-399 Advanced undergraduate and graduate courses open to juniors, seniors, and graduate students. A student should normally have completed at least 75 semester hours before enrolling in a course at this level.

400-499 Graduate courses. None are listed herein; see the Graduate Catalog. Courses at this level are

for graduate students. In exceptional instances, a senior may receive permission to enroll for undergraduate credit in a course at this level. Such permission is granted only upon the recommendation of the student's adviser with agreement of the chairperson of the department offering the course.

500-599 Courses limited to advanced graduate or doctoral students.

**Course Descriptions.** The following information is given for each course: course number (3 or 5 digits preceding the title); course title; credit value in Semester hours; US-A, B, C, D, or E indicates the course is approved for use in meeting requirements in University Studies and the Group for which it qualifies; and F for Fall and S for Spring to indicate the semester for which a course is planned as an offering during the 1977-78 academic year. The University however, may cancel or add scheduled course offerings after publication of this Catalog depending upon the adequacy of enrollment and availability of faculty. Following the above information, any prerequisites, restrictions on enrollment, and any special considerations are noted in italics. Example:

**101 MUSIC THEORY AND LITERATURE 6 US-A F**  
*Theory Placement Test or MUS 100 or cons Theory Coord.*

Principles of melodic analysis and writing; two and three-part pitch and rhythmic association and texture and diatonic harmony through the Medieval, Renaissance and Baroque periods.

The course number, 101, indicates that the course is open to freshmen and sophomores. The digit 6, following the title indicates the credit value in semester hours. US-A denotes approval for credit in University Studies Group A requirements. F indicates that the course is to be offered during the Fall semester. The italicized lines under the course title indicate the necessary background for enrolling in the course. In the example given, a student must have passed the music Theory Placement Test or Music 100 or have consent of the coordinator of Music Theory courses prior to enrollment in 101. A brief description of the course is provided in the paragraph following the prerequisites. Additional information about the course is available in the respective department office.

### Abbreviations commonly used in course information and special notations:

*May be repeated* indicates that a course may be taken for credit more than once if different content is planned; however, there may be a maximum amount of credit specified for the course.

*Variable credit courses.* If a course leads to differing number of hours, a student should plan with the adviser the number of hours to be sought.

*Conc reg req (or rec)* means that concurrent registration in two courses is required (or recommended).

*Cons inst* means consent of the instructor.

*Cons dept chrpn* means consent of the chairperson of the department offering the course.

*Not for credit maj min* means that the credit from this course may not be applied to the major or minor program requirements.

*Not for credit if had (course)* means that credit from this course is not applicable to graduation requirements if credit has been earned previously in the course identified.

# University-Wide Programs and Courses

**Dean:** Stanley G. Rives, Associate Provost and Dean of Undergraduate Instruction, 308 Hovey Hall.

## Applied Computer Science Programs

**Program Director:** Michael Powers, 313G Stevenson Hall.

**Degree Offered:** B.S. **Further Information:** Director of Applied Computer Science Program. Liberal arts program only; no teacher education program available.

The Applied Computer Science program is an interdisciplinary program involving courses and faculty from several academic departments. Its purpose is to prepare well rounded problem solvers in the information and data processing areas. The program blends technical skills in computer programming and systems analysis with study in a field of application. Students may elect a Major, Comprehensive Major, or Minor in Applied Computer Science. Normally the Applied Computer Science major will have a second major or strong minor in some other area; virtually any area may be appropriate. The Applied Computer Science program requirements were being substantially revised as the Catalog went to press. Students interested in this program should contact the Director of Applied Computer Science for specific program requirements and approved courses.

## Contract Major and Minor Programs

**Program Coordinator:** Eugene Jabker, 308 Hovey Hall. **Degrees Offered:** B.A., B.S. **Further Information:** Office of Undergraduate Instruction (Hovey 308). Liberal arts program only; no teacher education program available.

The individualized contract major and minor allow for programs which cannot be accommodated by existing, regular majors and minors. Further information and application forms may be obtained by students in 308 Hovey Hall. Admission requirements are:

1. Admission to the major or minor may be requested after the completion of 15 semester hours of coursework and usually prior to the completion of 75 semester hours. Beginning freshmen should enroll as General Students or departmental majors prior to application for admission to the contract major or minor.

Transfer and readmitted students with more than 15 hours of acceptable coursework may request admission immediately.

2. An overall grade point average of 2.0 or higher is required. In lieu of a 2.0 grade point average, written recommendations of one faculty member from two different departments must be submitted.

3. A proposed plan of study must be approved by the faculty adviser, the Individualized Contract Major Committee, and the Dean of Undergraduate Instruction. All subsequent changes in the approved plan of study must be authorized in advance by the Dean of Undergraduate Instruction.

4. If a student has more than 75 semester hours of credit prior to seeking admission, at least 21 semester hours of coursework identified as part of the Contract Major (or 12 hours identified as part of the Contract Minor) must be taken after admission to the program.

### CONTRACT MAJOR

- 36 hours required in addition to University Studies requirements.
- Approved plan of study with courses from at least two academic departments.

### CONTRACT MINOR

- 18 hours required in addition to University Studies requirements.
- Approved plan of study with courses from at least two academic departments.

## Ethnic and Cultural Studies Programs

**Program Coordinator:** William Colvin, 206 Center for the Visual Arts.

No major offered. **Further Information:** Coordinator of Ethnic and Cultural Studies.

### MINOR IN ETHNIC AND CULTURAL STUDIES

- 24 hours required from any courses which apply to the minor. Student elects one of the six areas of emphasis listed below.

1. **Afro-American Arts.** Required courses: ART 242: THE 146; MUS 153; at least one course in Afro-American History; at least one course in Afro-American literature; at least two courses from Black Art and Black Music. Total of 24 hours required.
2. **Afro-American Studies.** Requires courses: ART 277 or 278; MUS 153; SOA 264 and 384; at least two courses in Afro-American history; at least one course in Afro-American literature. Total of 24 hours required.
3. **Bilingual Studies.** Students interested in Bilingual Education at the Elementary School level should major in Elementary Education and meet the bilingual/bicultural education certification requirements specified in the Elementary Education program description. Students interested

in Bilingual Studies at the secondary level meet the requirements specified here. Required courses: FOR (Spanish) 189 (Chicano Studies), 309, 320; ENG 243, 389 (Teaching English as a Foreign Language); C&I 306. Also an additional 3 hours from among: FOR (Spanish) 218, 242, 304, 331, 332, 385; ENG 365; SOA 131, 264; PSY 131; GEO 230; HIS 261, 262, 371; POS 222; ART 242, 373. Also, an additional 3 or 4 hours from among the courses listed above or from among: ENG 241, 341; PSY 389 (Psycholinguistics). The 24 hours of courses in this program may not count toward both the student's major and the minor, although they may be counted toward meeting specific requirements. All students in this program should enrich their backgrounds by having as much contact as possible with the group they are planning to teach—e.g., by being active in community activities in areas where that group resides and by visiting that area or country where the language is spoken.

4. **Chicano and Puerto Rican Studies.** Required courses: ART 242; SOA 264; FOR 189 (Chicano Studies); Spanish 304. Strongly recommended courses include FOR (Spanish) 289 (Dialects), HIS 289 (Chicano History), and HIS 289 (Modern Mexico). Total of 24 hours required.
5. **General Ethnic and Cultural Studies.** Required courses: ART 277 or 278; MUS 153 or 154; SOA 264; at least one course in HIS and one course in ENG from the list of courses which apply to the minor below. Total of 24 hours required. Students may elect the General Ethnic and Cultural Studies area of emphasis to pursue a program not available in one of the other programs listed. Courses included in such a program must be approved by the Coordinator of Ethnic and Cultural Studies.
6. **Women's Studies.** Required courses: Minimum of 18 hours or total of 24 hours from among the following courses: IDS 120, 389 (Interdisciplinary Research in Women's Studies); BSC 189 (Women's Health Problems); ENG 160; HIS 250; HPR 289 (Well Being and Health of Women); IT 163; PHI 289 (Feminism); POS 390; PSY 189 (Human Sexuality), 305; SOA 289 (Women as a Minority), 341, 342, 366. A minimum of 18 hours is required in the above courses or appropriate 189, 289, and 389 courses. If the student elects fewer than 24 hours from this list of courses, the remainder must be selected from the list of courses below which apply to the Ethnic and Cultural Studies minor. Courses included in the minor must be approved by the Coordinator of Women's Studies, Dr. Patricia Chesebro, Department of Psychology.

**Courses which apply to Ethnic and Cultural Studies Minor:** ART 242, 277, 278; C&I 232, 311, 312, 332 (students who plan to teach in an urban setting are advised to take these C&I courses); ENG 235, 365; FOR 189 (Chicano Studies) and Spanish 115, 116, 189 (Spanish for Bilinguals in English), 289 (Dialects), 304, GEO 336; HPR 163, 164, 167; HIS 250, 257, 258, 261, 262, 289 (Modern Mexico), 289 (Chicano History), 322, 371; MUS 139.05 and 139.10, 153, 154, 239.05 and 239.10; POS 222, 223, 246, 381, 391; PSY 131, 305; SOA 131, 261, 264, 272, 282, 342, 384, INF 175; THE 146, 189 (Afro-American Theatre Problems).

# Legal Studies Program

**Program Coordinator:** Thomas Eimermann, 371 Shrader Hall.

No major offered. Further Information: Coordinator of Legal Studies in the Department of Political Science. Liberal arts program only; no teacher education program available. This minor may not be appropriate for pre-law students, who should consult with Dr. Thomas Eimermann or Dr. Hibbert Roberts in the Department of Political Science.

The Legal Studies program is an interdisciplinary minor. Admission requirements are: (1) Petition to the Coordinator of Legal Studies following the completion of 30 semester hours of coursework; (2) A program of studies approved by the student's adviser, the Legal Studies Advisory Committee, and the Coordinator of Legal Studies.

## MINOR IN LEGAL STUDIES

— 21 hours required.  
— Required courses (9 hours): BUA 110, 111; POS 381.  
— Elective courses (12 hours) selected from among the following Legal Specialization courses: ACC 333, 334; BUA 260; BEA 270; COR 204; POS 315, 316, 317, 318, 389 (Civil Trial and Appellate Practice), 389 (Domestic Relations), 389 (Investigative Techniques), 391.

# University-Wide Courses General Offerings

With the exception of Professional Practice (398) and Student Teaching (399), these courses may be offered by any department of the University. Specific departmental offerings will be listed by topic or area in the *Class Schedule* booklet available each semester. Student Teaching (399) for all areas available is listed separately in the *Class Schedule*; Professional Practice (398) for all areas available is listed by department in the *Class Schedule*.

**189, 289, 389 SELECTED STUDIES 1-6**  
Experimental and interdepartmental courses providing content not offered within the framework of courses approved for inclusion in the Undergraduate Catalog. Descriptions of the courses offered each semester are provided in the back pages of the *Class Schedule* booklets.

**193, 293, 393 WORKSHOP 1-6**  
*Max of six hrs may be applied toward graduation.*  
Workshop opportunities are provided for the purpose of permitting students to work on special problems not covered in any one course offered by the University. Topics for investigation by workshop participants are limited to areas in which the University is able to provide adequate workshop staff.

**287 INDEPENDENT STUDY 1-6**  
*Max of six hrs may be applied toward graduation.*  
*Cons dept chrp., permission of supervisor.*  
Intensive work in a special area of the student's interest.

Each individual project is to culminate in a comprehensive written report and/or examination. Open only to students who are not on scholastic probation and who have demonstrated ability to profit from independent study.

**291 SEMINAR: UNDERGRADUATE TEACHING ASSISTANTS 1-3**

*Official designation as an Undergraduate Teaching Assistant (UTA) by the Dean of Undergraduate Instruction. Departmental permission.*

Supervised examination of issues related to the Undergraduate Teaching Experience. Seminar requires time beyond the UTA work experience. Three hours maximum credit may be applied toward graduation.

**299 INDEPENDENT HONOR STUDY 1-6**

*Open only to students who have achieved superior academic records and who have demonstrated ability to profit from independent study. Max of six hrs may be applied toward graduation. Cons inst, dept chrpn and dir of Honors.*

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination.

**397 INSTITUTE 1-9**

Federal and state-sponsored institutes or similar short-term programs requiring treatment of subject matter of a special nature or for special groups.

**398 PROFESSIONAL PRACTICE 1-16**

*Cons. dept chrpn. Max of sixteen hrs may be applied toward graduation. For undergraduate credit only.*

Supervised work experiences in local, state, national, and international businesses, agencies, institutions, and organizations.

**399 STUDENT TEACHING 1-10 F,S**

*(or C&I 253 for elementary education majors)*  
*Prerequisites for high school student teaching PSY 215 and C&I 216, or the completion of the required prerequisites in C&I 200; for junior high school student teaching, C&I 290; for student teaching in special education, one of C&I 270, 280, or 290; for student teaching in elementary education, one of C&I 270, 280, or 290, or satisfactory completion of C&I 252. Satisfactory preparation in the area of specialization. Approval of the Director of Clinical Experiences. Fifteen semester hours of work (or its equiv.) at Illinois State University. For further information and other regulations, see REQUIREMENTS FOR STUDENT TEACHING in the section on TEACHER EDUCATION.*

DIRECTING THE LEARNING OF PUPILS; PARTICIPATING IN SCHOOL

and community activities; assuming full responsibility for a group of learners under the supervision of an expert teacher. Assignments are made on the basis of the student's area of specialization. High school student teaching assignments include work in special methods in the subjects taught. The student's transcript indicates the area in which student teaching was completed.

## Interdisciplinary Studies

The following courses have been listed in previous Catalogs as University Studies (UST) courses, but are now identified as Interdisciplinary Studies (IDS) courses.

**100 HUMANITIES I:**

**EUROPEAN CIVILIZATION TO 1700 5 US-B F**

An interdisciplinary course examining the relationships of European history, literature, art and music from ancient times to the 18th century.

**101 HUMANITIES II:**

**EUROPEAN CIVILIZATION SINCE 1700 5 US-B S**

An interdisciplinary course examining the relationships of European history, literature, art, and music from the 19th century to the present.

**102 HONORS COLLOQUIUM 3 US-E S**

Interdisciplinary, for students in Honors Program. Weekly sessions presented by specialists on related topics explore a semester theme.

**120 WOMEN TODAY 3 US-E F,S**

Introduction to the concerns and problems of women in today's society. Historical roots and viable alternatives to the present culture will be discussed.

**187 IUS INDEPENDENT STUDY 1-3**

Only for students pursuing the Independent University Studies option who wish to undertake independent study projects on an interdepartmental and off-campus basis.

**222 NATIONAL STUDENT EXCHANGE 1-16 F,S**

National Student Exchange Program study up to year at another university; eligible if sophomore, junior, G.P.A. 2.5.

**287 IUS INDEPENDENT STUDY 1-3 F,S**

Only for students pursuing the Independent University Studies option who wish to undertake independent study projects on an interdepartmental and off-campus basis.

# College of Applied Science and Technology

**Dean:** Jack Razor, 124 Turner Hall.

The Departments of Agriculture; Corrections; Health, Physical Education, Recreation and Dance; Home Economics and Industrial Technology; and the Center for Allied Health Professions constitute the College of Applied Science and Technology. Undergraduate and graduate programs of the College are designed to prepare students for positions as professional educators in all types of educational institutions as well as for vocational and technical careers in business, industry, and government.

## Agriculture

**Chairperson:** George W. Forgey, 138 Turner.

**Faculty:** Professors: Bristol, Culver, Fuess, Henry, James, McBee, Moore, Sagebiel, Woods. Associate Professors: Chrudimsky, Forgey. Assistant Professors: Balbach, Erickson, Sigler. Instructors: Guthrie, Wojtonik. Adjunct Faculty: Butz, Turner.

### Agribusiness Program

Degree Offered: B.S. Further Information: Department of Agriculture. No teacher education program offered; see Agriculture for teacher education program.

#### COMPREHENSIVE AGRIBUSINESS MAJOR

- 55 hours required, including 36 hours in Agriculture and 19 hours in the College of Business and/or Department of Economics.
- Required courses: AGR 110, 130, 150, 170; ECO 100, 101; One approved course in MAT.

The student must complete a minimum of 12 semester hours in Agricultural Economics courses selected from AGR 213, 214, 215, 216, 314, 316, and 318 and a minimum of 19 hours in the College of Business and/or Department of Economics, which includes ECO 100 and 101. AGR 295 and 396 do not count toward this major.

### Agriculture Programs

Degree Offered: B.S. Further Information: Department of Agriculture. Teacher education and non-teaching programs offered. Teacher education students should elect the Agricultural Education sequence under the comprehensive major.

#### COMPREHENSIVE AGRICULTURE MAJOR

##### Production Agriculture Sequence

- 55 hours in Agriculture required.

- Required courses: AGR 110, 130, 150, 157, 170; BSC 121 or 190; 5 hours of Chemistry.
- Required hours in Agriculture courses: 11 in Agronomy, 8 in Agricultural Economics, 13 in Animal Science, 6 in Agricultural Mechanics, 17 in Agriculture electives. AGR 295 and 396 do not count toward this sequence.

#### Agricultural Education Sequence

- 55 hours in Agriculture required.
- Required courses: AGR 110, 130, 150, 157, 170, 190, 280, 295, 396; BSC 121 or 190; 5 hours of Chemistry.
- Required hours in Agriculture courses: 11 in Agronomy, 8 in Agricultural Economics, 13 in Animal Science, 9 in Agricultural Mechanics, 10 in Agricultural Education, 4 in Agriculture electives.

C&I 231 is not required of teaching majors in this program. Students who complete this program will be certified for teaching agriculture occupations programs (vocational agriculture).

#### Agricultural Science Sequence

- 55 hours required, including 36 hours in Agriculture and 19 hours in Biological Sciences, Chemistry, Physics, and/or Mathematics.
- Required courses: AGR 110, 130, 150, 170; BSC 121 or 190; 9 hours of Chemistry.

The student must complete at least 20 hours in either Animal Science or Agronomy and a minimum of 19 hours in Biological Sciences, Chemistry, Physics, or Mathematics, which includes BSC 121 or 190. AGR 295 and 396 do not count toward this sequence.

#### MAJOR IN AGRICULTURE

- 36 hours in Agriculture required.
- Required courses: AGR 110, 130, 150, 170; BSC 121 or 190; 5 hours of Chemistry.
- In addition, at least one course in each of three of the specialized areas of Agricultural Economics, Agricultural Mechanics, Agronomy, and Animal Science.

#### MINOR IN AGRICULTURE

- 24 hours in Agriculture required.
- Required courses: AGR 110, 130, 150, 170.

## Agriculture Courses

In meeting program requirements in Agriculture, the student should note that the courses are considered in areas, as follows:

General courses: 100, 101, 302, 303.

Agricultural Economics: 110, 213, 214, 215, 216, 314, 316, 318.

Agricultural Education: 190, 295, 396.

Agricultural Mechanics: 130, 231, 232, 234, 235, 240, 345.

Agronomy: 150, 157, 250, 251, 252, 272, 352, 355, 356, 357, 360.

Animal Science: 170, 171, 272, 274, 276, 277, 278, 279, 280, 281, 282, 283, 285, 286, 288, 372, 373, 374, 375.

### 100 AGRICULTURE OF DEVELOPING COUNTRIES 2 US-E F,S

Creative approaches to understanding the role of agriculture in developing countries. Analysis of agricultural problems, policies and processes.

### 101 MAN AND FOOD 3 US-E F,S

Fundamental knowledge concerning the role of food in the life of man and its significance for the past, present and future.

**110 INTRODUCTORY AGRICULTURAL ECONOMICS** 3 US-E F,S  
Fundamental principles of economics, applied to agriculture, agriculture finance, prices, taxation, marketing and land use.

**130 INTRODUCTION TO AGRICULTURAL MECHANICS** 3 F,S  
*Lecture and laboratory.*

Place of mechanics in agriculture. Examples, problems, discussions and laboratory exercises in present and future mechanics applications.

**150 INTRODUCTION TO PLANT SCIENCE** 4 US-E F,S

Fundamentals of plant science; importance, classification, distribution and production practices of the major crops of the world.

**157 SOIL SCIENCE** 4 F,S  
*Five hours of CHE. Lecture and laboratory.*

Origin and formation, physical and chemical properties, moisture relationships, liming and fertilizing soils. Chemical and physical tests of soils.

**170 INTRODUCTION TO ANIMAL SCIENCE** 4 US-E F,S  
*Lecture and laboratory.*

Breeding, selection, genetics, nutrition, physiology and production of farm animals. Fundamentals of animal science.

**171 LIVESTOCK FEEDING PRINCIPLES** 3 F,S  
*AGR 170.*

Classes of feeds, nutrients, their functions in the animal body, choice of feedstuffs and balancing of rations.

**190 INTRODUCTION TO AGRICULTURAL EDUCATION** 2 F,S  
*Field trips required.*

Introduction to agricultural occupations teaching profession; overview of the total agricultural program; opportunities and responsibilities of the teacher and students.

**213 FARM MANAGEMENT** 3 F,S

Factors of production, such as equipment, labor distribution, cropping systems, and soils; organization and operation; types of farming.

**214 AGRICULTURE MARKETING** 3 F,S  
Markets, price-making forces, reasons for existing practices, marketing services, cooperative marketing, and agriculture credit facilities.

**215 AGRIBUSINESS OPERATIONS** 2 F,S

Procedures and methods of profitable operations used by agricultural business; lectures and discussions pertaining to the "world of work" by successful agribusiness leaders.

**216 FARM ACCOUNTING** 3 F,S  
Standard farm business accounting methods and procedures, financial measures of success, inventories, depreciation, net worth, income tax, budgeting and cash flow, and business analysis.

**231 AGRICULTURAL CONSTRUCTION AND MAINTENANCE** 3 F,S  
*AGR 130, Lecture and laboratory.*

Selection, use and maintenance of hand and power tools and equipment for construction and maintenance in agriculture, shop organization; shop safety.

**232 AGRICULTURAL POWER UNITS AND MACHINERY** 3 F,S  
*Lecture and laboratory.*

Principles of single and multiple cylinder engine operation. Selection, adjustment, operation and maintenance of field machinery.

**234 SOIL AND WATER CONSERVATION** 3 F,S  
*Lecture and laboratory. Field trips required.*

Drainage, soil erosion control, water conservation on farms; planning, materials, construction, repair, and adaptation of structures to farm needs.

**235 FARM UTILITIES** 3 F,S  
*Lecture and laboratory.*

Application of electricity for light, heat, and power; principles of operation, selection, installation of electrical equipment. Water supply, sewage systems.

**240 AGRICULTURAL POWER SYSTEMS** 3 F,S  
*AGR 232. Lecture and laboratory.*

Selecting, analyzing, maintaining spark-ignition and diesel tractors. Principles of hydraulics, power transmission, and electrical regulation systems.

**250 GRAIN AND SOYBEAN PRODUCTION** 3 F,S  
*AGR 150. Lecture and laboratory.*

Principles of planting, cultivating and harvesting grain and soybeans; control of diseases, insects, pests and weeds.

**251 FORAGE CROP PRODUCTION** 3 S  
*AGR 150.*

Characteristics, utilization and production of principal forage plants. Recent literature in forage management reviewed.

**252 ORNAMENTAL HORTICULTURE** 3 F,S  
*AGR 150 or BSC 121.*

Selecting, propagating and managing ornamental plants.

**272 AGRICULTURAL GENETICS** 3 F,S  
*BSC 121 or 190, AGR 170 and 150, or cons inst.*

*Lecture and laboratory.*  
Heredity, variation and development of domesticated plants and animals. Mendelian genetics, mutations, linkage, quantitative inheritance and population genetics.

**274 DAIRY SCIENCE** 4 S  
*Cons instr. Lecture and laboratory. Field trips required.*

The dairy industry, breeds, selection, judging, care and management of dairy cattle, quality milk production, milk products and milk testing.

**276 PORK PRODUCTION** 3 F,S  
*AGR 170, 171. Lecture and laboratory.*

Breeds, care and management of breeding herd; care and feeding of pigs, selecting swine for breeding and marketing.

**277 SHEEP PRODUCTION** 3 F,S  
*AGR 170, 171. Lecture and laboratory.*

Breeding, feeding and management practices essential for economical production of the farm sheep flock.

**278 BEEF PRODUCTION** 3 F,S  
*AGR 170, 171. Lecture and laboratory.*

Beef cattle industry, economics, care, management and

production skills involved in cow-calf and finishing cattle operations.			
<b>279 POULTRY PRODUCTION</b> 3      F <i>AGR 170. Lecture and laboratory.</i> Breeding, feeding and management practices essential for the poultry business.			
<b>280 LIVESTOCK SELECTION</b> 3      S <i>Laboratory.</i> Fundamentals of livestock and dairy selection; relation to production, marketing and showing.			
<b>281 DAIRY CATTLE SELECTION</b> 2      F <i>AGR 280 or cons inst. Laboratory.</i> Specialized training in evaluating dairy cattle. Comparative terminology, decision making and presentation of oral reasons. Field trips to dairy farms.			
<b>282 LIVESTOCK HEALTH AND DISEASES</b> 3      F <i>BSC 190, AGR 170 or cons inst.</i> Animal physiology, anatomy, sanitation and diseases. Prevention and control of diseases of domesticated species of livestock.			
<b>283 ARTIFICIAL INSEMINATION OF FARM ANIMALS</b> 3      F,S <i>Lecture and laboratory. Field trips required.</i> Principles of artificial insemination and factors affecting conception in natural and artificial breeding.			
<b>285 MEAT SCIENCE</b> 3 <i>Lecture and laboratory.</i> Comprehensive treatment of the meat industry and presentation of basic facts about one of our most important food products.			
<b>286 BEHAVIOR OF DOMESTIC ANIMALS</b> 3      US-E      S Behavioral patterns and systems, group formations, socialization, physical environment, genetic and physiological factors as they relate to domestic animals.			
<b>288 ADVANCED LIVESTOCK SELECTION</b> 3      F <i>AGR 280. Laboratory.</i> Judging various species of livestock in relation to their functions in show ring and market.			
<b>295 SUMMER EXPERIENCE IN AGRICULTURAL EDUCATION</b> 3      SUMMER ONLY <i>This course cannot be used as an elective in technical agriculture.</i> Experience in summer duties with an agricultural occupations teacher in high school; planning and orienting the year's activities.			
<b>302 SPECIAL PROBLEMS IN AGRICULTURE</b> 1-3      F,S <i>Comprehensive maj, maj, or min in AGR, GPA 2.5. Cons inst. and dept chrpn. May be repeated. Max 6 hrs.</i> Special work in research interests of student and staff. Projects must be approved by the staff member and the chairperson of the department.			
<b>303 SEMINAR IN AGRICULTURE</b> 1      F,S <i>Senior or graduate standing.</i>			
<b>314 GRAIN MARKETING</b> 2      F <i>AGR 214.</i> Economics and marketing problems in grain industry. Special emphasis on futures marketing.			
<b>316 LIVESTOCK MARKETING</b> 2      S <i>AGR 214.</i> Economic principles applied to marketing of livestock and livestock products. Consideration given to producers, processors, and distributors.			
<b>318 AGRICULTURAL FINANCE</b> 3      F,S <i>AGR 216 or ACC 131.</i> The principles of agricultural finance including the capital requirements, the sources of credit, and the optimum uses of capital.			
<b>345 AGRICULTURAL ACCIDENT PREVENTION</b> 3      F,S <i>Also offered as IT 373.</i> Major problems of accident causation and prevention applicable to agriculture and the need for farm safety education.			
<b>352 TURF MANAGEMENT</b> 3      F <i>AGR 150 and BSC 121.</i> Principles and practices used in management of turfgrasses, residential and recreational turf.			
<b>355 PLANT BREEDING</b> 3      S <i>AGR 272.</i> Breeding procedures and techniques used in developing new varieties of field crops.			
<b>356 PLANT PROPAGATION</b> 3      F,S <i>AGR 150, or BSC 121. Lecture and laboratory.</i> Basic principles and commercial practices involved in sexual and asexual propagation of agricultural plants.			
<b>357 SOIL FERTILITY AND FERTILIZERS</b> 4      F <i>AGR 157, Lecture and laboratory. Field trips required.</i> Fundamental concepts of soil fertility and fertilizer manufacturing. Plant nutrition, factors affecting plant growth, soil-plant relationships, and macro- and micro-nutrients.			
<b>360 CROP CONDITIONING AND STORAGE</b> 3      F <i>AGR 250 and 5 hrs. CHE, or cons inst.</i> A comprehensive study of the chemical, physical and physiological aspects of crop conditioning and storage. Major emphasis will be placed on soybeans and grain crops but other agricultural crops and products will be considered.			
<b>372 LIVESTOCK BREEDING</b> 3      S <i>AGR 272 or BSC 319.</i> Reproduction and principles of heredity and their application to livestock breeding; population genetics, inbreeding, relationship, outbreeding and selection.			
<b>373 REPRODUCTIVE PHYSIOLOGY AND MILK SECRETION</b> 3      S <i>AGR 170, 272.</i> Reproduction in livestock, anatomy of the reproductive and hormonal systems, physiological and hormonal aspects of lactation.			
<b>374 DAIRY CATTLE FEEDING AND MANAGEMENT</b> 3      F <i>AGR 274. Field trips required.</i> Feeding and management of dairy cattle as they relate to an economic dairy farm operation.			
<b>375 ANIMAL NUTRITION</b> 3      S <i>AGR 170, 171.</i> Science of animal nutrition; special attention to recent discoveries pertaining to the protein, mineral and vitamin requirements of livestock.			

**396 METHODS AND PROCEDURES IN  
AGRICULTURAL EDUCATION 5 F,S**  
*Field trips required.*

Procedures in planning, conducting, evaluating and teaching preparation necessary for a complete program in agricultural education.

## Allied Health Professions

**Director:** Charles T. Spencer, 405 Cook Hall (Moulton Hall, Spring 1978).

**Faculty:** Professor: Jacobson. Associate Professor: Spencer. Assistant Professors: Corsaut, Hallstein, Kasa, Leisure, Livingston, Logue, Parker, Reasor, Russelmann. Lecturers: DiClaudio, Gruber. Adjunct Faculty: Chow, Cortese, Taraska.

## Environmental Health Programs

Degree Offered: B.S. Further Information: Center for Allied Health Professions. No teacher education program.

### COMPREHENSIVE ENVIRONMENTAL HEALTH MAJOR

- 55 hours required excluding hours required in University Studies or general electives.
- Required courses (36 hours): AHP 150, 389 (Advanced Environmental Health, 3 hours), 398; BSC 190, 260, 289 (Epidemiology, 3 hours); MAT 110; PSY 340 or SOA 340 or C&I 340; HPR 289 (Health Education and Environmental Quality, 3 hours). In addition, Chemistry through Organic Chemistry (typically CHE 140, 141, 220), PHY 105, INF 110, ENG 101, ENG 349, HPR 182 or BSC 181, MAT 107 or equivalent, MAT 108 or equivalent, PSY 111 or SOA 106 must be completed as either University Studies or as general electives. Students must plan their specific program of study with a faculty member of the Environmental Health program in the Center for Allied Health Professions.
- Elect at least 19 hours from among the following courses: AHP 151, 253, 254, 287, 351, 389 (Advanced Occupational Health, 3 hours), 389 (Environmental Health Administrative Practice, 3 hours), BSC 360, CHE 280.
- Strongly recommended courses: BSC 261; CHE 215, 242; MAT 115, 116; PHY 108, 109; GEO 202, 205.

Graduates of the program are eligible for and are expected to take the registration examination for sanitarians, pursuant to Illinois state law.

### MAJOR IN ENVIRONMENTAL HEALTH

- 18 hours from among the specific courses listed below required. Note that several of these courses have biology, chemistry, and physics prerequisites; probable prerequisites include BSC 190, 260, CHE 140, 141, 220, PHY 105, or the equivalents.
- Required 18 hours selected from among AHP 150, 151, 253, 254, 351, 389 (Advanced Environmental Health), BSC 360, CHE 280.

### MINOR IN ENVIRONMENTAL HEALTH

- 12 hours from among the specific courses listed below required. Note that several of these courses have biology, chemistry, and physics prerequisites; probable prerequisites include BSC 190, 260, CHE 140, 141, 220, PHY 105, or the equivalents.
- Required 12 hours selected from among AHP 150, 151, 351, 389 (Advanced Environmental Health), BSC 360, CHE 280.

## Medical Record Administration Program

Degree Offered: B.S. Further Information: Center for Allied Health Professions. Non-teaching program only.

### COMPREHENSIVE MEDICAL RECORD ADMINISTRATION MAJOR

This program must be planned in consultation with a faculty member of the Medical Record Administration Program in the Center for Allied Health Professions. Program guidelines are established by the Education and Registration Committee of the American Medical Records Association (AMRA) in collaboration with the Council on Medical Education of the American Medical Association. Graduates of the program are eligible and are expected to write the AMRA national registration examination. Successful passing of the registration examination entitles graduates to use the designation RRA after their names.

- Required courses: AHP 100, 105, 200, 201, 202, 210, 211, 220, 230, 248, 300, 310, 348.
- Required preprofessional courses include BSC 160, 181, 182; CHE 104 or 110; and courses in statistics, data processing, and business organization and management.
- Students must have a 45 word-per-minute proficiency in typing.

## Medical Technology Program

Degree Offered: B.S. Further Information: Center for Allied Health Professions. Non-teaching program only.

### COMPREHENSIVE MEDICAL TECHNOLOGY MAJOR

- 45 hours of preprofessional courses as specified below plus 30 hours of clinical residency.
- Required preprofessional courses: BSC 190, 216, 260, 261, 283; CHE 140, 141, 215, 220, 242; MAT 120. Strongly recommended courses: BSC 319; PHY 105 or 108; AHP 160, 261, 262, 289 (Introduction to Medical Laboratory III).
- Required clinical residency: 30 hours of clinical residency in an AMA-ASCP approved hospital (School of Medical Technology) affiliated with Illinois State University, or other AMA-ASCP approved hospitals by special arrangements, for 12 months.

A student should plan the specific program of study in consultation with a faculty member of the Medical Technology program in the Center for Allied Health

Professions. Field trips to affiliate clinical laboratories are periodically scheduled during the year as part of the preprofessional program. Seminars and independent study are available for students desiring additional study. Students must apply for acceptance into a hospital for the clinical residency. The twelve-month residency involves work in several laboratory departments and technical instruction in hematology, clinical chemistry, bloodbanking, pathogenic microbiology and other aspects of laboratory medicine. Graduates of the program are eligible, and are expected to write the national registry examination. Those who pass the registry examination are entitled to use the designation MT (ASCP) after their names.

## Allied Health Professions Courses

### 100 INTRODUCTION TO THE HEALTH COMMUNITY 3 US-E F,S,Summer

Health care facilities and their organizational patterns; the role of health related professionals.

### 105 MEDICAL TERMINOLOGY 2 F,S,Summer

Study of basic language related to medical science and allied health specialties with emphasis on word analysis, construction, definitions, pronunciation, spelling and standard abbreviations.

### 150 INTRODUCTION TO ENVIRONMENTAL HEALTH 3 F,S

*CHE 140-141, BSC 190 or equiv. Lectures, demonstrations and field trips.*

Application of technical and administrative procedures to the control of man's environment, including public and private water supplies and waste facilities, food and milk protection, housing, recreational facilities, and other environmental concerns.

### 151 HYGIENE OF HOUSING AND RESIDENTIAL ENVIRONMENTS 2 F

*Lectures and field trips.*

*Principles of healthful housing; standards, housing ordinances, appraisal methods, urban planning, conservation and rehabilitation of existing housing.*

### 155 MAN AND ENVIRONMENT: A HEALTH PERSPECTIVE 3 US-E F,S,Summer

*Not for credit maj min.*

Provides students with a conceptual framework for the study and analysis of man-environmental health problems in daily activities.

### 160 INTRODUCTION TO MEDICAL TECHNOLOGY 1 F,S,Summer

*Enrollment in Med Tech prgrm or cons inst.*

Study of profession of Medical Technology emphasizing origin, goals, organizational structure, professional requirements, interrelationships with other professions, professional ethics, and considerations for future.

### 200 HEALTH INFORMATION MANAGEMENT 3 F,S

*AHP 100, 105. Maj only or cons inst.*

Guidelines for organization and management of medical transcription units.

### 201 FUNDAMENTALS OF MEDICAL SCIENCE I 3

*AHP 100, 105. Maj only or cons inst.*

Relationship between human organism and disease processes, including treatment and management of patients.

### 202 FUNDAMENTALS OF MEDICAL SCIENCE II 3

*AHP 201.*

Continuation of AHP 201.

### 210 INTRODUCTION TO MEDICAL RECORDS ADMINISTRATION 3 F,S

A survey of the history of medical records and the profession. Analysis of record content, stressing accuracy, completeness, and correlation of data. Numbering and filing systems with emphasis on retention policies and storage methods.

### 211 NOSOLOGY AND HEALTH DATA MANAGEMENT 3

*F,S AHP 100, 105, and PSY 340. Maj only or cons inst.*

Skills in the use of approved disease and operative classification systems.

### 220 ORGANIZATION AND MANAGEMENT OF RECORD CENTERS 3

*F,S BUA 220. Maj only or cons inst.*

Application of principles of organization and management to development and administration of medical record centers.

### 230 LAW, HEALTH CARD, AND DOCUMENTATION 2

*F,S Federal, state, and local laws governing the preparation and use of medical records.*

### 248 DIRECTED PRACTICE 2

*F,S Cons dir.*

Student assignment to medical records centers for direct experience.

### 253 INTRODUCTION TO OCCUPATIONAL HEALTH 3

*F,CHE 140-141, 220 or 230; BSC 190 or equivs. Lecture and laboratory.*

Study of health problems encountered in industry and various occupations, including adverse conditions of temperature, humidity, noise, radiation, chemical and physical irritants.

### 254 CONTROL OF HOSPITAL AND INSTITUTIONAL ENVIRONMENT 3

*S,CHE 140-141, 220 or 230; BSC 190, 260; or equivs. Lecture and laboratory.*

Environmental health aspects of hospitals, nursing homes, penal institutions, schools, colleges and universities. Control of physical, chemical and microbiological hazards.

### 261 INTRODUCTION TO THE MEDICAL LABORATORY I 3

*F,S CHE 215, BSC 260, enrollment in Med Tech prgrm or cons inst. Lecture and laboratory.*

Investigation of observable phenomena that provide basis for tests used as aids to diagnoses of disease processes. Uses, misuses and limitations of laboratory equipment are considered.

### 262 INTRODUCTION TO THE MEDICAL LABORATORY II 3

*F,S CHE 215, BSC 216, enrollment in Med Tech prgrm or cons inst. Lecture and laboratory.*

The principles and procedures of chemical analysis of body fluids in the clinical laboratory. The use of clinical instrumentation is stressed.

**300 MEDICAL INFORMATION SYSTEMS  
DESIGN 3 F,S**

*AHP 220, ACC 260. Maj only or cons inst.*

Systems analysis; techniques, design of computer-compatible medical records.

**310 MEDICAL RECORDS ADMINISTRATION  
SEMINAR 2 F,S  
Maj only.**

An intensive exploration of potential methods of identifying and solving specific types of problems encountered in the administration of medical record centers.

**348 CLINICAL PRACTICUM AND  
RESIDENCY 4 F,S  
Cons dir.**

Rotation and project assignments in medical record centers in Illinois area health facilities.

**351 ENVIRONMENTAL HEALTH  
SEMINAR 1 F,S  
Cons dir. May be repeated once.**

Supplement to formal coursework dealing with contemporary topics in environmental pollution, occupational health and institution environmental quality administration. Content will vary at discretion of instructor.

**356 OCCUPATIONAL HEALTH FOR  
SAFETY PROFESSIONALS 3 S**

*Not for credit Env. Health maj min. Also offered as IT 356.*

A study of the relationships, effects and methods of control of chemical, microbiological, radiological and physical hazards and stresses on the health, efficiency and well-being of employees.

**398 SUPERVISED FIELD INTERNSHIP IN  
ENVIRONMENTAL HEALTH 3-12 F,S,  
Summer**

*Nine hrs Env. Health and cons inst. May be repeated. Max 12 hrs.*

Planned, supervised experience in a governmental, industrial or institutional organization, providing on-the-job training and introduction to a career in an environmental health program.

hrs)\*, 398 (6 hours)\*, PSY 111; SOA 106, 263. — 22 hours of electives selected with the approval of an academic adviser from among any of the following courses: BUA 110; COR 204, 205, 389 (Organization and Management of Correctional Facilities), 389 (Seminar in Corrections), 390; C&I 360; POS 215, 231, 330, 331; PSY 131, 232, 290, 301, 302, 350; SOA 221, 222, 264, 332, 365, 367; SED 346, 358. Also from among elective courses recommended for students contemplating careers in institutional corrections: BUA 220, 221; IT 171, 378; PSY 230; SED 345. Also from among elective courses recommended for students contemplating careers in community-based corrections: SOA 261, 262, 323, 325, 368.

\*It is the responsibility of students wishing enrollment in COR 397 and 398 to arrange personal interviews with the Corrections Internship Coordinator early in the semester immediately preceding desired enrollment for purposes of determining eligibility and discussing placement alternatives. Depending on availability of faculty and agency resources, it may be necessary to limit enrollment in COR 397 and 398 to students who have declared Corrections as their first major. To be eligible, the student shall have completed a minimum of 90 semester hours including all prerequisites, shall have a minimum cumulative G.P.A. of 2.0, shall have a minimum G.P.A. of 2.2 in Corrections courses, and shall have been off academic probation for the previous full semester.

**MINOR IN CORRECTIONS**

- 21 hours required.
- Required courses: COR 101, 201, 202, 204, 205.
- 6 hours of electives selected with the approval of an academic adviser.

## Corrections Courses

**101 INTRODUCTION TO  
CORRECTIONS 3 US-E F,S**

Historical and philosophical foundations of current correctional practices, concepts of punishment, nature of offenders; institutional and community-based correctional programs.

**201 PSYCHOLOGICAL PRINCIPLES  
APPLIED TO CORRECTIONAL  
REHABILITATION 3 F,S**

*COR 101, PSY 111. Also offered as PSY 201.*  
Psychological concepts related to the behavior and treatment of offenders.

**202 COMMUNITY-BASED  
CORRECTIONS 3 F,S**

*COR 101.*  
Theoretical basis, current methodology, and operations: Court counselors, citizen action, half-way houses, work-release, drug abuse treatment, detention, reception and diagnostic centers.

**203 PROBATION AND PAROLE 3 F,S**

*COR 202.*  
Historical origin, legal bases, administrative structures, trends, theoretical principles, methods and techniques.

**204 LEGAL FOUNDATIONS OF  
CORRECTIONS 3 F,S**

*COR 101.*  
Survey of law relating to Corrections with particular emphasis on criminal law. Examination of judicial opinions related to the criminal justice process.

## Corrections

**Chairperson:** Robert G. Culbertson, 401 Schroeder Hall.

**Faculty:** Associate Professor: Culbertson. Assistant Professors: Boesen, Bondavalli, Cox, Neil. Lecturers: Maye.

## Corrections Programs

Degrees Offered: B.A., B.S. Further Information: Department of Corrections. No teacher education program.

### COMPREHENSIVE CORRECTIONS MAJOR

- 55 hours required.
- Required courses: COR 101, 201, 202, 203, 397 (6

**205 CORRECTIONAL INSTITUTIONS 3 F,S  
COR 101.**

An overview of correctional institutions focusing on historical development of inmate subcultures, custody, institutional programs, and the future of prisons.

**390 INDEPENDENT STUDY 1-6 F,S  
Cons inst and dept chprn.**

Allows senior undergraduate and graduate students to pursue areas of special interest independently and/or to work on special projects. In order to register, students must submit a proposal outlining the project which they wish to pursue.

**397 CORRECTIONS INTERNSHIP I 6 F,S  
COR 201, 202, 205, cons inst. See COR maj min requirements for enrollment limitations. Formerly EXTERNSHIP IN CORRECTIONS I.**

Field placement in a corrections related agency. Interns work with designated agency personnel and receive an overview of agency functions.

**398 CORRECTIONS INTERNSHIP II 6 F,S  
COR 397, cons inst. See COR maj min requirements for enrollment limitations. Formerly EXTERNSHIP IN CORRECTIONS II.**

Intensive experience in a single corrections agency setting.

hours), 2 hours from among 125 or 261 or 368, 2 hours from 360 or 365, 361, 362, 363.

- Elective courses (17-18 hours) are to be selected in consultation with an adviser according to the student's specialized interest in the areas of anthropology, dance criticism, education, performance/choreography, production/management, recreation, technical design, or dance therapy. A listing of currently acceptable courses from departments throughout the University which will meet the elective requirement is maintained in the office of the Department of Health, Physical Education, Recreation and Dance.

**COMPREHENSIVE DANCE EDUCATION MAJOR**

— 55 hours required.

- Required courses (48 hours): HPR 120, 4 hours from among HPR activity courses 157, 162, 163, 6 hours from among 166 or 167 or 266, 181, 221, 235, 242, 265, 4 hours from among 267 or 268 or 269, 282, 2 hours from among 125 or 261 or 368, 341, 360, 362, 363, 383.
- Elective courses (7 hours) in HPR to extend competencies in physical education and dance.

**MINOR IN DANCE**

— 22 hours required.

- Required courses (8 hours): HPR 181, 260, 361 or 362.
- Elective courses (14 hours) selected from Dance courses.

**MINOR IN DANCE EDUCATION (for HPR majors)**

— 22 hours required.

- Required courses (8-10 hours): HPR 124 or 166, 4 hours from among 267 or 268 or 269, 361 or 362.
- Elective courses (12-14 hours) selected from Dance courses.

**MINOR IN DANCE EDUCATION (non-HPR majors)**

— 22 hours required.

- Required courses (14-16 hours): HPR 120, 123 or 166, 162, 181, 260, 360, 361 or 362.
- Elective courses (6-8 hours) selected from Dance courses.

**Health Education Programs**

Degree Offered: B.S. in Ed. Further Information: Department of Health, Physical Education, Recreation and Dance. Teacher education program only.

**COMPREHENSIVE HEALTH EDUCATION MAJOR**

— 50 hours required.

- Required courses (30 hours): BSC 160, 181, 182, and 8 hours selected from among BSC 145, 202, 240, 242, 248, and/or 340; HPR 190, 289 (Continuing Seminar and Field Experience in Health Education, 4 hours), 296.
- Elective courses (20 hours) selected in consultation with an adviser with at least one course from six of the following ten groups, with 189, 289, 389 courses substituting where applicable:

1. Growing and Developing Organism: PSY 112, 301, 302, BSC 319, C&I 210.

**Health, Physical Education, Recreation, and Dance**

**Chairperson:** Russel Gorman, 201 Horton.

**Faculty:** Professors; Bass, Collie, Crafts, Dohrmann, Gorman, Jones, Keough, Koehler, Mabry, McAdam, Metcalf, Nolte, Razor, J. Scott, P. Scott, G. Smith, Truex, Weisbecker, Workman. Associate Professors: Girardi, Greenlee, Hellweg, Higgins, Imel, Liverman, Miller, Quisenberry, Tcheng, Wilson. Assistant Professors: Abshire, Chapman, Chiodo, Crews, Eichstaedt, Engberg, Goodwin, Harris, Henderson, Hutchison, Kauth, Meyers, Morton, Pankonin, Polacek, B. Smith, Sorrells, Steele, Stephens, Stoddard, Vanderbeck, Wang, Weith, Weller, Wennerstrom, Winterholter. Instructors: Boeh, Bowers, Bremberg, Davis, Kief, Pavey. Faculty Assistant: Russell.

**Dance Programs**

Degrees Offered: B.A., B.S., B.S. in Ed. Further Information: Department of Health, Physical Education, Recreation and Dance. Separate teacher education and non-teaching programs.

**COMPREHENSIVE DANCE MAJOR**

— 55 hours required.

- Required courses (37-38 hours): HPR 120, 165, 6 hours from among 166 or 167 or 266, 181, 260, 263, 265, 4 hours from among 267 or 268 or 269, 287 (1 or 2

2. Ecological Relationships: AHP 150, 155, BSC 201, 202, 360, HPR 289 (Environmental Quality through Health Education), SOA 267.
3. Disease Control: BSC 160, 240, 260, 261, 360, AHP 201, 202.
4. Human Sexuality and Family Life: HEC 131, 194, 231, HPR 189 (Parenting), SOA 262, 341, 342.
5. Food Practices and Eating Patterns: AGR 101, HEC 106, 313.
6. Consumer Health Sources and Resources: HEC 330, AHP 100, BUA 331, 351, BEA 330.
7. Safety: HPR 180, 280, 384, IT 171, 376, 378, 380.
8. Mood-Modifying Substances: HPR 390, IT 371.
9. Personal Health Practices: BSC 145, HEC 212.
10. Mental and Emotional Health: PSY 131, 232, 365, SOA 131.

Remainder of elective courses from among courses with Health Education perspective, including:

Community: BSC 242, 248, 306, 340, CHE 102, SOA 261, 264, POS 306.

Philosophical: SOA 268, PHI 120, 138, 232, 360.

Psychosocial: PSY 111, 131, SOA 106, 180, 332, INF 223.

Communication and Evaluation: C&I 330, 387, PSY 360, INF 110, 240.

#### **MINOR IN HEALTH EDUCATION**

- 30 hours required.
- Required courses (20-22 hours): Either HPR 181 and 182 or BSC 181 and 182, BSC 160, HPR 190, 289 (Continuing Seminar and Field Experience in Health Education, 4 hours), 296.
- Elective courses (8-10 hours) selected in consultation with an academic adviser from among BSC 242, 248, or 340 and including at least one course from two of the ten groups listed under the major above, with 189, 289, and 389 courses substituting where applicable.

## **Physical Education Programs**

Degrees Offered: B.A., B.S., B.S. in Ed. Further Information: Department of Health, Physical Education, Recreation and Dance. Both teacher education and professional non-teaching programs available.

New curriculum requirements for Physical Education programs were still in the process of being defined as the Catalog went to press. Programs available to students include a **Comprehensive Physical Education Major**, a **Physical Education Major**, and a **Physical Education Minor**—all including options for both students in teacher education programs and students interested in a professional (non-teaching) program. Students interested in these programs should contact the Department of Health, Physical Education, Recreation and Dance for further information on specific program requirements.

## **Recreation and Park Administration Programs**

Degree Offered: B.S. Further Information: Department of Health, Physical Education, Recreation and Dance.

No teacher education program offered. To insure that students take the right courses “selected and determined with the approval of an academic adviser” as indicated below, students should obtain descriptive materials on the Recreation and Park Administration programs available in the Department.

#### **COMPREHENSIVE RECREATION AND PARK ADMINISTRATION MAJOR**

- 54 hours required as specified.
- Required courses (24 hours of core courses): HPR 173, 271, 278, 375, 398 (14 hours).
- 30 hours of additional courses selected and determined with the approval of an academic adviser designed to meet one of the following sequences.

#### **General Recreation and Park Administration Sequence**

- HPR 174, 371; 6 hours in ACC and/or BUA; 3 hours in BSC; 3 hours in INF; 6 hours in POS; 3 hours in SOA; 3 hours in Fine Arts (ART, MUS, and/or THE). Specific courses must have adviser approval.

#### **Recreation Program Supervision Sequence**

- HPR 171, 174, 370, 374; 3 hours in ACC and/or BUA; 4 hours in INF; 3 hours in POS; 3 hours in PSY and/or SOA; 3 hours of skills or activity courses in Art, Dance, Health, Physical Education and Recreation, Music, and/or Theatre; 3 hours in Fine Arts (ART, MUS, and/or THE). It is strongly recommended that the student also take additional hours utilizing electives for developing skill competencies in at least two program fields such as aquatics, art, craft, dance, drama, music, outdoor recreation or sports. Specific courses must have adviser approval.

#### **Therapeutic Recreation Sequence**

- HPR 171, 370; 2 hours in AHP; 8 hours in BSC; 3 hours in INF and/or C&I; 5 hours in PSY, SED, SOA, and/or HPR; 3 hours in Fine Arts (ART, MUS, and/or THE); 4 hours in skills or activity courses in Art, Dance, Health, Physical Education and Recreation, Music, and/or Theatre. It is strongly recommended that the student also take additional hours utilizing electives for developing skill competencies in at least two program fields such as aquatics, art, crafts, dance, drama, music, outdoor recreation or sports. Specific courses must have adviser approval.

#### **Recreation Resources Management Sequence**

- HPR 371, 374; 6 hours of ACC, BUA, and/or ECO; 4 hours of BSC; 8 hours of AGR, GEO (Geography or Geology), and/or IT; 3 hours of POS; 3 hours of Fine Arts (ART, MUS, and/or THE). Specific courses must have adviser approval.

#### **MAJOR IN RECREATION AND PARK ADMINISTRATION**

- 37 hours as specified.
- Required courses (24 hours of core courses): HPR 173, 271, 278, 375, 398 (14 hours).
- 13 elective hours selected and determined with the approval of an academic adviser, including at least 3 hours in ACC and/or BUA; 3 hours in POS; 3 hours in Fine Arts (ART, MUS, and/or THE). Specific courses must have adviser approval.

#### **MINOR IN RECREATION AND PARK ADMINISTRATION**

- 24 hours required as specified.
- Required courses: HPR 171, 173, 271, 370, 371, 375; 3 hours in Fine Arts (ART, MUS, and/or THE); 4 additional hours selected in consultation with an adviser.

**Honors in Health, Physical Education, Recreation and Dance:** The Department of Health, Physical Education, Recreation and Dance offers to the highly qualified major or minor student an individualized program including an honors section in Principles of Physical Education 242 and 3 hours each in Selected Studies 289 and Independent Honors Study 299. Students who are interested apply for admission to the program, offering general academic qualifications. The final designation "Honors in Health, Physical Education, Recreation and Dance" on the student's transcript is earned by completing the program and fulfilling specific criteria. Additional information may be obtained from the chairperson of the Department of Health, Physical Education, Recreation and Dance.

## Physical Education Courses

**100 ADAPTED RECREATIONAL ACTIVITIES** 1 US-E F,S  
*Health Service approval required.*

For those not able to take other listed activity courses.

**101 AQUATIC ART** 1 US-E F  
*HPR 129 or American Red Cross Swimmer skill level.*

Specialized skills in synchronized swimming strokes and aquatic stunts and figures.

**102 AQUATIC COMPOSITION** 1 US-E S  
*Previous experience in synchronized swimming or aquatic art.*

Opportunity for experiences in group and individual composition in the aquatic medium with emphasis on techniques of production.

**103 ARCHERY I** 1 US-E F,S

**103.02 ARCHERY II** 1 US-E F,S

**105 BADMINTON I** 1 US-E F,S

**105.02 BADMINTON II** 1 US-E F,S

**106 BASKETBALL I** 1 US-E F,S

**106.02 BASKETBALL II** 1 US-E F,S

**107 FIGURE SKATING I** 1 US-E F,S

*Charge assessed to each student enrolled.*

**107.02 FIGURE SKATING II** 1 US-E F,S

*Charge assessed to each student enrolled.*

**108 BILLIARDS I** 1 US-E F,S

*Charge assessed to each student enrolled.*

**108.02 BILLIARDS II** 1 US-E F,S

*Charge assessed to each student enrolled.*

**109 FIELD HOCKEY** 1 US-E F

*Maj min only.*

**110 WEIGHT CONTROL** 1 US-E F,S

A practical personal approach to the problem of weight control based on the principles of behavior modification, diet, and exercise.

**111 BODY MECHANICS** 1 US-E F,S

**112 BOWLING I** 1 US-E F,S

*Charge assessed to each student enrolled.*

**112.02 BOWLING II** 1 US-E F,S

*Charge assessed to each student enrolled.*

**115 CAMP CRAFT I** 1 US-E F,S

**116 CANOEING I** 1 US-E F,S

*Ability to swim in deep water.*

<b>116.02 CANOEING II</b>	1	US-E	F,S
<i>HPR 116. Ability to swim in deep water.</i>			
<b>117 SPEEDBALL</b>	1	US-E	F
<i>Maj min only.</i>			
<b>118 SOFTBALL I</b>	1	US-E	S
<i>Maj min only.</i>			
<b>118.02 SOFTBALL II</b>	1	US-E	S
<i>Maj min only.</i>			
<b>119 GOLF I</b>	1	US-E	F,S
<b>119.02 GOLF II</b>	1	US-E	F,S
<b>127 SWIMMING I</b>	1	US-E	F,S
Instruction in adjustment skills and basic techniques of safety and swimming.			
<b>128 SWIMMING II</b>	1	US-E	F,S
For advanced beginners and low intermediates.			
<b>129 SWIMMING III</b>	1	US-E	F,S
For deep water swimmers to develop and refine aquatic skills.			
<b>130 SWIMMING IV</b>	1	US-E	F,S
For the swimmer to refine basic strokes and an introduction to competitive swimming.			
<b>131 SENIOR LIFE SAVING</b>	2	US-E	F,S
<i>American Red Cross Swimmers or Advanced Swimmers skill level.</i>			
For highly skilled swimmers to learn special skills of life saving, rescue techniques, and water safety procedures. Opportunity to earn American Red Cross Senior Life Saving certification.			
<b>132 WATER SAFETY INSTRUCTORS COURSE</b>	2	US-E	F,S
<i>Current American Red Cross Senior Life-Saving Certificate.</i>			
Analysis of techniques in and methods of teaching swimming and life saving. Opportunity for American Red Cross Water Safety Instructor certification.			
<b>133 SELECTED ACTIVITIES</b>	1	US-E	F,S
Selected beginning and/or intermediate activities offered as experimental programs.			
<b>134 SAILING I</b>	1	US-E	F
<i>Ability to swim in deep water.</i>			
<b>134.02 SAILING II</b>	1	US-E	F
<i>HPR 134.</i>			
<b>135 DIVING I</b>	1	US-E	F,S
<i>Ability to swim in deep water, to execute a good standing dive from side of pool.</i>			
<b>135.02 DIVING II</b>	1	US-E	F,S
<i>HPR 135 or demonstrated diving ability.</i>			
<b>136 VOLLEYBALL I</b>	1	US-E	F,S
<b>136.02 VOLLEYBALL II</b>	1	US-E	F,S
<b>137 SOCCER</b>	1	US-E	F
<b>138 SCUBA DIVING I</b>	1	US-E	F,S
<i>Charge assessed to each student enrolled.</i>			
<b>138.02 SCUBA DIVING II</b>	1	US-E	F,S
<i>HPR 138. Charge assessed to each student enrolled.</i>			
<b>139 GYMNASTICS I</b>	1	US-E	F,S
<i>Maj min only. Not for credit if had HPR 143.</i>			
<b>140 FENCING I</b>	1	US-E	F,S
<b>140.02 FENCING II</b>	1	US-E	F,S
<b>141 TRACK AND FIELD</b>	1	US-E	S
<i>Maj min only.</i>			

142 TENNIS I	1	US-E	F,S
142.02 TENNIS II	1	US-E	F,S
143 TRAMPOLINE AND TUMBLING I	1	US-E	F
Not for credit if had HPR 139.			
143.02 TRAMPOLINE AND TUMBLING II	1	US-E	F
HPR 139 or 143.			
144 RECREATIONAL GAMES	1	US-E	F,S
145 WATER POLO I	1	US-E	F,S
145.02 WATER POLO II	1	US-E	F,S
146 RHYTHMIC GYMNASTICS	1	US-E	F,S
147 WEIGHT LIFTING	1	US-E	F,S
148 WRESTLING	1	US-E	F,S
151 FOUNDATIONS IN ELEMENTARY AND SECONDARY ACTIVITIES	2		F
Maj min only.			
152 PHYSICAL EDUCATION ACTIVITIES II	2		S
Maj min only.			
153 PHYSICAL EDUCATION ACTIVITIES III	2		F
Maj min only.			
154 PHYSICAL EDUCATION ACTIVITIES IV	2		S
Maj min only.			
155 MOVEMENT SKILLS	1		F
Maj min only.			
Basic concepts of movement behavior. Analysis and application of principles of human movement to physical education activities.			
157 TEACHING OF ACTIVITIES	1		F,S
Maj min only.			
Introduction to teaching of physical education activities. Includes laboratory experience involving observation, participation, and teaching.			
159 OFFICIATING I			F,S
May be repeated. Max 4 hrs. No more than one hour may be taken in each sport area. Formerly HPR 201 and 202: SPORTS OFFICIATING I AND II.			
Instruction, practice, and examination of officiating or judging techniques for the following sports; FALL SEMESTER: Men's football, women's basketball, badminton, field hockey, men's basketball and swimming; SPRING SEMESTER: Volleyball, track and field, softball, gymnastics, and tennis.			
160 FUNDAMENTALS OF MOVEMENT	1		F,S
C&I 250 students only.			
Analysis of fundamental movements and complex skills; rhythmic elements as related to movement activities.			
180 FIRST AID	2	US-E	F,S
Accident prevention and action to be taken in cases of accident and sudden illness in the home, school and community. Students successfully completing this course will receive standard and advanced Red Cross certificates.			
181 HUMAN ANATOMY AND PHYSIOLOGY	3	US-E	F,S
Formerly ANATOMY AND PHYSIOLOGY.			
Gross structure and physiology of the human body; particular attention to the skeletal and muscular systems.			
182 HUMAN ANATOMY AND PHYSIOLOGY	3	US-E	F,S
Formerly ANATOMY AND PHYSIOLOGY.			
Emphasis on the nervous, circulatory, respiratory and digestive systems.			
192 METHODS AND MATERIALS IN PHYSICAL ACTIVITIES	3		
Techniques of playing, teaching, and officiating team and individual sports. Planned primarily for untrained teacher in physical education.			
208 ORGANIZATION AND ADMINISTRATION OF INTRAMURAL SPORTS	3		F
209 SPORTS SAFETY	3		
Philosophy of sports safety. Human and environmental factors in sport injury, legal responsibilities of teacher, safety factors in activities; accident prevention and injury control in sports.			
210 BASEBALL COACHING	3		F,S
211 BASKETBALL COACHING	3		F,S
212 FOOTBALL COACHING	3		F
213 TRACK AND FIELD COACHING	3		S
214 WRESTLING COACHING	3		F
221 ELEMENTARY PHYSICAL EDUCATION CURRICULUM	3		F,S
Formerly PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS.			
Planning a program of physical education for elementary school children. Progressions within activities, techniques of organization, and methods of teaching. Observations of children and laboratory experiences in activities.			
222 PHYSICAL EDUCATION FOR ELEMENTARY CLASSROOM TEACHER	2		F,S
Not for credit maj min. No credit if in Elementary Education Core program.			
Factors essential to program planning in physical education grades one through six. Types and progression of activities; methods and techniques of class organization. Observations of children and laboratory experiences in activities.			
223 PHYSICAL EDUCATION FOR UPPER GRADES	2		
Not for credit if had HPR 222.			
Factors essential to program planning in physical education in grades five through eight.			
224 MOVEMENT EXPERIENCES FOR CHILDREN	3		S
HPR 221 or 222.			
Development of a basic movement approach to teaching elementary physical education. Problem solving as method of teaching. Skills, knowledges and concepts underlying traditional activities.			
225 MOTOR DEVELOPMENT OF CHILDREN	3	US-E	F
Motor development related to anatomical growth and sensory development in the child from infancy to puberty. Mechanisms and theories of perceptual motor development, research findings, and implications for physical education.			
230 ADMINISTRATION OF AQUATICS	2		
Organization and administration of instructional, recreational, and competitive aquatic programs. Personnel selection, training, facility management.			

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|--|-------------|------------|--|
| <b>235 - 236 PARTICIPATION IN TEACHING TECHNIQUES</b>  | <b>1 ea</b> | <b>F,S</b> | tools; maturation, perceptual and performance factors. |
| <i>HPR 157. Maj min only.</i>  |             |            |  |
| Professional laboratory experiences involving observation, participation, and teaching with elementary and high school students.   |             |            |  |
| <b>242 PRINCIPLES OF PHYSICAL EDUCATION</b> <b>2</b> <b>F,S</b>  |             |            |  |
| <i>Formerly PRINCIPLES OF HEALTH AND PHYSICAL EDUCATION.</i>   |             |            |  |
| Basic biological, sociological and psychological facts and principles underlying physical education. Section for Honors students.  |             |            |  |
| <b>250 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION AND ATHLETICS</b> <b>2</b> <b>F,S</b>   |             |            |  |
| Current trends and issues affecting the fields of physical education and athletics.  |             |            |  |
| <b>280 INSTRUCTOR'S FIRST AID</b> <b>2</b> <b>S</b>  |             |            |  |
| <i>Advanced Red Cross First Aid Certificate.</i>   |             |            |  |
| Methods and materials for teachers of first aid and accident prevention. Steps to be taken in case of accident or sudden illness in the home, school and community.  |             |            |  |
| <b>282 KINESIOLOGY</b> <b>3</b> <b>F,S</b>   |             |            |  |
| <i>HPR 181.</i>  |             |            |  |
| Analysis of human motion based on anatomic and mechanical principles. Application of these principles in teaching physical education activities.   |             |            |  |
| <b>295 HONORS SEMINAR</b> <b>3</b> <b>F,S</b>  |             |            |  |
| Advanced readings and critical discussion of physical education with broad areas of concern in social, cultural, philosophical, and scientific bases.  |             |            |  |
| <b>304 TEACHING OF SPORTS</b> <b>3</b> <b>F</b>  |             |            |  |
| Optimal learning in human movement: content, teacher behavior, situational conditions, analysis of sports, instructional approaches, application and research.   |             |            |  |
| <b>321 CURRENT TRENDS IN ELEMENTARY PHYSICAL EDUCATION</b> <b>3</b> <b>S</b>   |             |            |  |
| <i>HPR 221 or 222.</i>   |             |            |  |
| Conceptual approach to teaching elementary physical education; integration of physical education with classroom subjects; evaluation of children's performance.  |             |            |  |
| <b>340 COMPARATIVE HISTORY OF SPORT AND PHYSICAL EDUCATION</b> <b>3</b> <b>US-E</b> <b>S</b>   |             |            |  |
| <i>Formerly HISTORY OF PHYSICAL EDUCATION.</i>   |             |            |  |
| Relationship, from ancient to contemporary times, of sport physical education to economic, political, social, educational, and religious factors.  |             |            |  |
| <b>341 ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION</b> <b>3</b> <b>F,S</b>  |             |            |  |
| Administration and program development of health education and physical education in elementary and secondary schools and community colleges.  |             |            |  |
| <b>347 TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION</b> <b>3</b> <b>F,S</b>  |             |            |  |
| Analysis of motor performance, using objective tests, subjective ratings, and achievement tests. Construction and evaluation of knowledge tests. Use of statistical concepts for interpreting test scores. |             |            |  |
| <b>349 APPLIED MOTOR LEARNING</b> <b>3</b> <b>F</b>  |             |            |  |
| Perceptual-motor development and performance. Application of research, learning theories and assessment  |             |            |  |
| <b>351 EXERCISE PHYSIOLOGY</b> <b>3</b> <b>F</b>   |             |            |  |
| Utilization of human physiology in teaching physical education. Effects of exercise on body systems and physical efficiency tests and studies.   |             |            |  |
| <b>382 SENSORY MOTOR EDUCATION OF TRAINABLE MENTALLY HANDICAPPED</b> <b>3</b> <b>F,S</b>   |             |            |  |
| Physical education activities appropriate for the trainable mentally handicapped child. Related appropriate teaching techniques are emphasized.  |             |            |  |
| <b>383 ADAPTED PHYSICAL EDUCATION</b> <b>2</b> <b>F,S</b>  |             |            |  |
| <i>HPR 182 or 351. Formerly BODY MECHANICS AND CORRECTIVE PROCEDURES.</i>  |             |            |  |
| Methods, materials, and activities appropriate for adapted physical education programs in elementary and secondary schools.  |             |            |  |
| <b>384 PREVENTION AND INITIAL CARE OF INJURIES</b> <b>3</b> <b>S</b>   |             |            |  |
| <i>HPR 182 or cons inst.</i>   |             |            |  |
| Responsibilities, qualifications and limitations of a trainer-coach, conditioning as a preventive measure and selected injuries, taping and treatment modalities.  |             |            |  |
| <b>385 PHYSICAL DEFECTS-SURVEY AND REHABILITATION</b> <b>3</b> <b>F,S</b>  |             |            |  |
| <i>HPR 282. Also offered as BSC 385. Lecture and laboratory.</i>   |             |            |  |
| Identification and treatment of physical defects of handicapped children; special services, equipment and procedures for school programs.  |             |            |  |
| <b>386 PHYSICAL EDUCATION AND RECREATION FOR HANDICAPPED CHILDREN</b> <b>2</b> <b>F</b>  |             |            |  |
| <i>HPR 383 or PSY 346 and 2-3 hrs from HPR 221, 222, 224, or 321. For teachers of HPR and exceptional children.</i>  |             |            |  |
| Materials and methods for planning and conducting programs for handicapped children and adolescents.   |             |            |  |
| <b>387 TREATMENT OF ATHLETIC INJURIES</b> <b>3</b> <b>S</b>  |             |            |  |
| <i>HPR 384 or cons inst.</i>   |             |            |  |
| Selected prevention and care items; concentrated work on therapeutic modalities, ergozenic aids and reconditioning exercises.  |             |            |  |
| <b>Dance Courses</b>   |             |            |  |
| <b>120 SOCIAL, SQUARE, AND FOLK DANCE</b> <b>1</b> <b>US-E</b> <b>F,S</b>  |             |            |  |
| <i>HPR 123.</i>  |             |            |  |
| An introduction to beginning techniques of dance composition: design, theme, dynamics, rhythm, and form.   |             |            |  |
| <b>125 DANCE COMPOSITION</b> <b>1</b> <b>F</b>   |             |            |  |
| <i>HPR 124.</i>  |             |            |  |
| Experience in several forms of group and individual compositions in dance.   |             |            |  |
| <b>162 DANCE FOR THE ELEMENTARY SCHOOL</b> <b>2</b> <b>F,S</b>   |             |            |  |
| <i>HPR 120 or conc reg.</i>  |             |            |  |
| Rhythmic elements, patterns, skill in teaching creative rhythmic activities for elementary school children.  |             |            |  |

**163 JAZZ DANCE I** 1 US-E F,S  
Foundation in jazz technique with opportunities for experimenting with composition and integrating jazz dance with music.

**164 JAZZ DANCE II** 2 S  
*HPR 163 or cons inst. Formerly HPR 262: DANCE FORM AND STYLE II.*

Styles in jazz technique.

**165 STUDIES IN BALLET** 2 US-E F  
*Cons inst. May be repeated. Max 6 hrs.*

Intensive training in the technique, vocabulary and style of classical dance.

**166 STUDIES IN MODERN DANCE I** 3 US-E F,S  
*Maj min or cons inst. May be repeated. Max 6 hrs.*

Introduction to the techniques and theoretical basics of modern dance.

**167 STUDIES IN MODERN DANCE II** 3 US-E F,S  
*Cons inst. May be repeated. Max 6 hrs.*

Techniques and theory of modern dance on an intermediate level.

**169 TAP DANCE I** 1 US-E F  
Development of basic skills used in tap dancing.

**260 MECHANICS FOR THE DANCER** 2 S  
*HPR 181. Not for credit teaching maj in phys educ and dance educ.*

The physical-psychological elements as they affect performance in dance.

**261 DANCE COMPOSITION — THE FOLK FORMS** 2 F

Choreographic approaches to the folk, social and square forms of dance.

**263 NOTATION I** 3 F  
*Formerly HPR 163.*

Fundamentals of Labanotation; the recording of step patterns and gestures.

**264 NOTATION II** 3 F  
*HPR 263. Formerly HPR 164.*

Principles dealing with the recording of total body movement and group patterns.

**265 DANCE ACCOMPANIMENT** 2 F  
*Formerly HPR 364: MUSICAL ANALYSIS FOR DANCE ACCOMPANIMENT.*

Basic principles of accompanying modern dance; selection of appropriate music for use with folk, social and theatre forms of dance.

**266 STUDIES IN MODERN DANCE III** 3 F

*Cons inst. May be repeated. Max 6 hrs.*

Advanced techniques of modern dance. Theories of technical systems as developed by specific major innovators in dance.

**267 SQUARE DANCE II** 2 US-E S  
*HPR 120 or cons inst. Formerly HPR 121: SQUARE AND ROUND DANCE II.*

Advanced techniques in American square, round, and contra dances; specialized skills for the design and presentation of these forms.

**268 FOLK DANCE II** 2 US-E F  
*HPR 120 or cons inst. Formerly HPR 122: SOCIAL AND FOLK DANCE II.*

Expansion of personal repertoire of folk dances of in-

creased difficulty and challenge from a wide selection of countries and ethnic cultures.

**269 SOCIAL DANCE II** 2 US-E F  
*HPR 120 or cons inst. Formerly HPR 122: SOCIAL AND FOLK DANCE II.*

Development in intermediate skills and knowledges of American ballroom and social dancing.

**295 HONORS SEMINAR** 3 F,S

Advanced readings and critical discussion of dance education with broad areas of concern in social, cultural, philosophical, and scientific bases.

**360 TEACHING OF DANCE** 2 F,S  
*HPR 162.*

Teaching methods in modern and folk dance forms; selection progression, and development of dance materials for the secondary school.

**361 HISTORY AND PHILOSOPHY OF DANCE I** 3 F

*Formerly HISTORY OF DANCE I.*

History, philosophy, and development of dance as a social and cultural medium from primitive times through the 17th century.

**362 HISTORY AND PHILOSOPHY OF DANCE II** 3 S

*Formerly HPR 363: HISTORY OF DANCE II.*

History, philosophy, and development of dance from the 18th century to the present. Approaches, styles, and contributions of leading dance personalities.

**363 PRINCIPLES OF DANCE PRODUCTION** 3 S

*Formerly HPR 362: PRINCIPLES OF PERFORMANCE.*

Principles of costuming, lighting, accompaniment, and related aspects in the production of dance performances.

**365 TEACHING OF FOLK FORMS OF DANCE** 2 S

*Previous experience in the social forms of dance (social, square, folk) or cons inst.*

Methods of teaching folk and social dance forms in the secondary school, college, and recreational situation.

**367 PROBLEMS OF DANCE** 2 F

Current problems in teaching and administration of dance curricula; supervision of recreational and performing dance groups.

**368 DANCE COMPOSITION — EXPERIMENTAL APPROACHES** 2 S

*Previous experience in modern dance. Formerly PRACTICUM IN COMPOSITION.*

Progressive experiences in individual and group composition; in design, rhythm and dynamics, in various approaches to choreography.

**369 DANCE FOR CHILDREN** 2 F

*HPR 162, 221 or 222.*

Methods and materials in traditional and creative activities; interrelationships of dance with other arts.

## Health Education Courses

**190 FOUNDATIONS OF HEALTH EDUCATION** 3

*Health Education comprehensive maj min only.*

The historical and philosophical perspectives of the development of health education. A comparison of the ma-



Bernardi, Carter, Fox, Lane, Lawlis, Martin, Olson, Ruby, Stumpf, Weedon. Faculty Assistants: Hanks, Qui- nter. Lecturer: Metcalf.

## Home Economics Programs

Degrees Offered: B.A., B.S., B.S. in Ed. Further Information: Department of Home Economics and Industrial Technology. Separate Home Economics and Home Economics Education (teaching) programs available.

### COMPREHENSIVE HOME ECONOMICS MAJOR

- 52 hours in Home Economics and specifically related fields required.
- Required courses: Four of the following core courses: HEC 194, 195, 196, 297, 298.

Students are encouraged to select one of the following specialized areas of concentration to complete their studies as a Comprehensive Major: (1) Consumer Services, (2) Family and Child Community Services, (3) Foods and Nutrition (Dietetics, Food Service Management), (4) Home Economics in Communication Media, (5) Housing and Applied Design, and (6) Merchandising in Clothing and Textiles. Advisers will recommend electives for each of these areas. Students who have not had high school laboratory courses in Biological and Physical Sciences are urged to include one or more courses in each area to meet University Studies requirements.

### COMPREHENSIVE HOME ECONOMICS EDUCATION MAJOR

- 55 hours in Home Economics and specifically related fields required.
- Required courses: HEC 194, 195, 196, 203, 297, 298; ART 103 or 111.

ART 109, 211, 226, and 240 may count toward the 55 hours required. Students who have not had high school laboratory courses in Biological and Physical Sciences are urged to include one or more courses in each area to meet University Studies requirements.

### MAJOR IN HOME ECONOMICS

- 37 hours in Home Economics and specifically related fields required.
- Required courses: Three of the following core courses: HEC 194, 195, 196, 297, 298.

Additional courses determined in consultation with an academic adviser designed to meet one of the following specialized areas of concentration: (1) Consumer Services, (2) Family and Child Community Services, (3) Food and Nutrition (Dietetics, Food Service Management), (4) Home Economics in Communication Media, (5) Housing and Applied Design, and (6) Merchandising in Clothing and Textiles, or a General Home Economics Program. Students who have not had high school laboratory courses in Biological and Physical Sciences are urged to include one or more courses in each area to meet University Studies requirements.

### MAJOR IN HOME ECONOMICS EDUCATION

- 38 hours in Home Economics and specifically related fields required.
- Required courses: HEC 194, 195, 196, 203, 297, 298; ART 103 or 111.

Students who have not had high school laboratory courses in Biological and Physical Sciences are urged to include one or more courses in each area to meet University Studies requirements.

### MINOR IN HOME ECONOMICS

- 24 hours in Home Economics required.
- Required courses: Three of the following core courses: HEC 194, 195, 196, 297, 298.

### MINOR IN HOME ECONOMICS EDUCATION

- 24 hours in Home Economics required.
- Required courses: HEC 194, 195, 196, 203.

## Industrial Technology Programs

Degrees Offered: B.S., B.S. in Ed. Further Information: Department of Home Economics and Industrial Technology. Separate Technology of Industry and Industrial Education (teaching) programs available.

Students are encouraged to specialize in one or more of the following areas of concentration: (1) Drafting (Architectural and Computer Graphics); (2) Electricity-Electronics; (3) Graphic Arts; (4) Metals Technology; (5) Occupational Safety; (6) Plastics Technology; (7) Power Mechanics Technology (Automotive and Fluid Power); (8) Traffic Safety; and (9) Wood Technology (Construction). Those preparing to teach industrial vocational subjects or classes must meet requirements set forth by the Illinois Office of Education. The departmental office has this information.

### COMPREHENSIVE TECHNOLOGY OF INDUSTRY MAJOR

- 55 hours required.
- Required courses: IT 171, 190, 191, 192; BUA 220; MAT 107 (1 1/2 years of high school algebra or equivalent) and 108 (1/2 year of high school trigonometry or equivalent).
- Additional courses determined in consultation with an academic adviser designed to meet one of the following concentrations: Industrial Supervision and Management, Industrial Production, Occupational Safety, and Technical Sales and Service.

### COMPREHENSIVE INDUSTRIAL EDUCATION MAJOR

- 55 hours required.
- Required courses: IT 171, 190, 191, 192, 203, MAT 107 (1 1/2 years of high school algebra or equivalent) and 108 (1/2 year of high school trigonometry or equivalent); at least 8 hours in each of two of the areas of drafting, electricity, graphic arts, metals, plastics, power mechanics, woods; additional courses determined in consultation with an academic adviser designed to meet one of the following concentrations: Industrial Arts Education, Industrial Vocational Education, Industrial Technical Education.

### MAJOR IN TECHNOLOGY OF INDUSTRY Technology of Industry Sequence

- 37 hours required.
- Required courses: IT 171, 190, 191, 192; MAT 107 (1 1/2 years of high school algebra or equivalent) and 108 (1/2 year of high school trigonometry or equivalent); additional courses determined in consultation with an academic adviser designed to meet one of the following concentrations: Industrial Supervision and Management, Industrial Production, Occupational Safety, Technical Sales and Service.

### Accident Prevention — Traffic Safety Sequence

- 37 hours required. A valid driver's license required.

- Required courses: IT 171, 172; at least 12 hours selected from among IT 163, 370, 371, 372, 375, 377, 378; electives in IT and/or related fields approved in consultation with a faculty adviser.

### MAJOR IN INDUSTRIAL EDUCATION

#### Industrial Education Sequence

- 37 hours required.
- Required courses: IT 171, 190, 191, 192, 203; MAT 107 (1 1/2 years of high school algebra or equivalent) and 108 (1/2 year of high school trigonometry or equivalent); at least 8 hours in one of the areas of drafting, electricity, graphic arts, metals, plastics, power mechanics, woods.
- Additional courses determined in consultation with an academic adviser designed to meet one of the following concentrations: Industrial Arts Education, Industrial Vocational Education, Industrial Technical Education.

#### Accident Prevention — Traffic Safety Education Sequence

- 37 hours required. A valid driver's license required.
- Required courses: IT 171, 172, 273, 374, 379; at least 7 hours from among IT 371, 372, 375, 377, 378; electives in IT and/or related fields approved in consultation with a faculty adviser.

### MINOR IN TECHNOLOGY OF INDUSTRY

#### Technology of Industry Sequence

- 24 hours required.
- Required courses: IT 171, 190, 191, 192; MAT 107 (1 1/2 years of high school algebra or equivalent) and 108 (1/2 year of high school trigonometry or equivalent).
- Additional courses determined in consultation with an academic adviser designed to meet one of the following concentrations: Industrial Supervision and Management, Industrial Production, Occupational Safety, Technical Sales and Service.

#### Accident Prevention — Traffic Safety Sequence

- 20 hours required. A valid driver's license required.
- Required courses: IT 171, 172; at least 9 hours from among IT 163, 371, 372, 375, 377; elective courses in IT and/or related fields approved in consultation with an academic adviser.

### MINOR IN INDUSTRIAL EDUCATION

#### Industrial Education Sequence

- 24 hours required.
- Required courses: IT 171, 190, 191, 192, 200; MAT 107 (1 1/2 years of high school algebra or equivalent) and 108 (1/2 year of high school trigonometry or equivalent); at least 8 hours in one of the areas of drafting, electricity, graphic arts, metals, plastics, power mechanics, woods.

#### Accident Prevention — Traffic Safety Education Sequence

- 20 hours required. A valid driver's license required.
- Required courses: IT 171, 172, 273, 374, 379; at least 4 hours from among IT 163, 371, 375, 377; electives in IT and/or related fields approved in consultation with a faculty adviser.

## Home Economics Courses

#### 106 NUTRITION 2 US-E F,S

*Materials charge.*

Functions, sources, and recommended amounts of nutrients for various age groups. Evaluation of eating patterns.

#### 110 INTRODUCTION TO HOME ECONOMICS 1

F

*Materials charge.*

Development of Home Economics; contributions of field; satisfactions derived from various areas; career opportunities.

#### 111 MEAL PLANNING 3

F,S

*HEC 106 or conc reg. Materials charge.*

Planning, preparation, and service of breakfasts, lunches, and entertainment menus. Food preservation.

#### 120 INTRODUCTION TO TEXTILES 2

F,S

*Materials charge.*

Consumer approach to judgment of textile products; differentiation of fibers, fabrication, finishes, standardization, and labels.

#### 121 BEGINNING GARMENT CONSTRUCTION 3

F,S

*Materials charge.*

Selection of fabrics and patterns; principles of construction and fitting. Designed for the student without a sewing background.

#### 122 CLOTHING

##### CONSTRUCTION I 3

F,S

*HEC 195. Formerly CLOTHING. Clothing construction experience. Materials charge.*

Techniques of garment construction. Elementary fitting of basic dress and/or shirt. One or two garments completed. Sewing background necessary.

#### 123 COSTUME DESIGN 2

S

*HEC 195 and ART 111, or ART 103. Materials charge.*

Principles of art applied to apparel design.

#### 130 THE CHILD 3

F,S

*Materials charge.*

Prenatal care; physical, mental, emotional, and social behavior of young children.

#### 131 COURTSHIP AND

##### MARRIAGE 3 US-E

F,S

*Materials charge.*

Dynamics of dating, courtship, mate selection, preparation for marriage; adjustments in marital/interpersonal relations.

#### 132 HOME MANAGEMENT IN

##### CONTEMPORARY LIFE 3

US-E F,S

*Materials charge.*

Principles, decision-making processes of using money, time, energy to meet individual and family needs.

#### 194 CONTEMPORARY PERSONAL AND

##### FAMILY LIVING 4

F,S

*Materials charge.*

Human development in the context of the family including: self awareness, mate selection, marital adjustment, pregnancy, childbirth and development.

#### 195 TEXTILES AND APPAREL 4

F,S

*Materials charge.*

Factors related to personal satisfaction in selection and use of apparel; exploration of textile fibers and fabrication.

#### 196 NUTRITION WITH FOOD

##### PREPARATION 4

F,S

*Materials charge.*

Knowledge and skills associated with meeting nutritional needs of individuals and families through food preparation.

**203 COMPETENCIES FOR  
TEACHING 4**

F,S

*Conc reg req C&I 200. Also offered as IT 203.*

Curriculum planning, teaching, and evaluation strategies, and professionalism for vocational and career education teachers.

**211 NUTRITION AND DIETETICS 2 F,S***HEC 106. Materials charge.*

Modified nutritional needs resulting from disease. Planning, adjusting, evaluating dietaries for special health conditions.

**212 FAMILY HEALTH AND  
HOME NURSING 2***Materials charge.*

Relation of individual health and family well-being. Prevention of illness and accidents. Home care of ill and convalescent.

**213 MEAL PLANNING 3 F,S***HEC 196. Formerly HEC 113. Materials charge.*

Meal planning based on criteria of nutritive requirements, marketing challenges, and utilization of resources. Preparation and service of family dinners.

**220 CLOTHING  
CONSTRUCTION II 3 F,S***HEC 122. Formerly CLOTHING. Materials charge.*

Advanced garment construction study. Experience working with various fabrics, garment styles and fitting variations.

**221 TAILORING 3 F***HEC 220. Materials charge.*

Suit and coat construction using recognized tailoring techniques.

**231 FAMILY RELATIONSHIPS 3 F,S***HEC 194 or C&I 210 or cons inst. Materials charge.*

Functions of productive family units to fulfill individual and group needs.

**237 SLIPCOVERS AND DRAPERIES 2***Sewing proficiency. Students furnish materials for projects. Materials charge.*

Application of art principles to interior design through selection and construction of draperies and slipcovers.

**238 FURNISHINGS 3 F,S***Materials charge.*

Furnishings with reference to efficiency, beauty, comfort, and economy.

**240 HOUSEHOLD EQUIPMENT 2 F,S***Materials charge.*

Principles of selection, operation, care, and arrangement of equipment in the home.

**245 HOME ECONOMICS  
ADULT EDUCATION 2***Materials charge.*

Organization and methods used in adult programs. Trends in home economics applied to adult education.

**249 MERCHANTISING IN FASHION  
AND FURNISHINGS 3 F***HEC 220 or 298, ART 111 or 103, BUA 217.*

Aspects related to a merchandising career in fashion and furnishings: displays, salesmanship, store organization, sales promotion, and budgeting.

**250 CHILD DEVELOPMENT AND  
GUIDANCE 3 F,S***Materials charge.*

Research contributing to understanding and guiding of

child behavior. Involvement in nursery school or child care situation.

**297 CONSUMER MANAGEMENT 4 F,S***Materials charge.*

Management through decision-making processes to achieve optimum utilization of time, energy, money and consumer knowledge.

**298 HOUSING AND EQUIPMENT 4 F,S***Materials charge.*

Fundamental decisions in the choice of dwelling, and the selection, use and care of household equipment.

**301 EVALUATION IN HOME  
ECONOMICS 2***Materials charge.*

Evaluation and basic principles involved; methods and techniques; individual problems.

**304 CURRICULUM DEVELOPMENT  
IN HOME ECONOMICS 3***Materials charge.*

Organization, methods, materials, and evaluation in relation to type of program and age level. Individual or group problems.

**306 EMPLOYMENT PROGRAMS  
IN HOME ECONOMICS 3 F,S***Materials charge.*

Organization, administration, and operation of home economics gainful employment programs in public schools.

**307 THE INFANT AND TODDLER 3 S***PSY 111 and HEC 194 or cons inst. Materials charge.*

Growth and behavior of young child as related to family and other factors.

**308 ORGANIZATION AND  
ADMINISTRATION OF EARLY  
CHILDHOOD PROGRAMS 3 F***HEC 194 and 250 or cons inst. Materials charge.*

The nursery school and other educational and care units responsible for the guidance of the young child.

**313 FOOD CUSTOMS 2 S***HEC 213 or cons inst. Materials charge.*

Influence of food customs of various ethnic groups on American meal patterns.

**316 FOOD INVESTIGATIONS 3 F***HEC 213. Materials charge.*

Experimental approach to principles underlying food preparation.

**320 DEMONSTRATION TECHNIQUES 2 F,S***HEC 213 or 220. Materials charge.*

Techniques and standards for demonstrations in various areas of home economics.

**322 PATTERNMAKING 3 F***HEC 122 or cons inst. Materials charge.*

Making garment patterns by the flat pattern method.

**323 ADVANCED TEXTILES 2 S***HEC 195. Materials charge.*

Developments in the textile field, particularly man-made fibers and their products. Significance of the textile market for consumers.

**324 DRAPING AND DESIGN 3 S***HEC 220 or cons inst. Formerly ADVANCED COSTUME DESIGN AND DRAPING. Materials charge.*

Interpretation of garment designs in fabric by means of the draping procedure. Body form may be constructed.

**330 DECISION-MAKING FOR CONSUMERS 3 US-E F,S**

*Also offered as BEA 330. Materials charge.*

Survey of consumer problems, trends and information. Topics include: insurance, housing, credit, life style, consumer protection, leisure and achieving financial security.

**340 APPLIED INTERIOR DESIGN 4 F**

*HEC 195, 298 or cons inst. Materials charge. Lecture and laboratory.*

Principles in designing interior environments to meet human needs. Laboratory devoted to development of renderings and presentations for portfolios.

## Industrial Technology Courses

**100 INTRODUCTION TO CAREERS**

**IN INDUSTRIAL TECHNOLOGY 1 F,S**

Study of programs and vocational opportunities in industrial education and industrial technology.

**108 INDUSTRIAL DESIGN 2**

*Materials charge.*

Principles of design and systems of designing as applied to industrial and environic design problems.

**127 CRAFTS 3**

*Crafts activities plus laboratory. Materials charge.*

Experiences with materials such as leather and plastics.

**128 INDUSTRIAL ARTS FOR**

**ELEMENTARY TEACHERS 4**

*C&I or SED maj only. Materials charge.*

Constructional activities and techniques designed to teach use of basic tools and materials appropriate for the elementary school.

**153 PUBLICATION PRODUCTION 3**

*Materials charge.*

Graphic arts processes used in journalism to produce a variety of publications.

**163 AUTOMOTIVE FUNDAMENTALS 2**

*Not for credit maj min except in Accident Prevention sequence.*

Theory and laboratory experiences in maintenance and repair of automobile components; emphasis on preventative maintenance.

**171 PRINCIPLES OF ACCIDENT**

**PREVENTION 3 US-E**

*Materials charge.*

Overview of the broad accident problem and underlying factors and theories of accident causation and prevention.

**172 DRIVING**

**TASK ANALYSIS 3**

*IT 171 or cons inst. Laboratory arranged. Materials charge.*

Physical, mental requirements necessary for safe drivers. Laboratory experience devoted to improvement of student's driving ability.

**190 GRAPHIC COMMUNICATION 4 F,S**

*Materials charge.*

Process and technology of transmitting, storing and using ideas or knowledge in visible graphic form.

**191 ENERGY AND POWER 4**

*Materials charge.*

Operating principles of electricity, electronics, heat en-

gines and fluid power related to energy conversion, transmission, and utilization.

**192 INDUSTRIAL MATERIALS AND PROCESSES 4**

*F,S*

*Materials charge.*

Nature and properties of industrial materials and influence on manufacturing techniques.

**200 GENERAL SHOP 4**

*IT 190, 191, 192. Materials charge.*

Organization, operation and methods of teaching multiple activities of industrial arts comprehensive general shop.

**203 COMPETENCIES FOR TEACHING 4 F,S**

*Conc reg req C&I 200. Also offered as HEC 203.*

Curriculum planning, teaching, and evaluation strategies, and professionalism for vocational and career education teachers.

**210 TECHNICAL DRAFTING 4**

*IT 190 or cons inst. Materials charge.*

Graphic tools, techniques, and processes; automated drafting, drafting machines, and reprographic equipment used in development and representation of industrial products.

**211 ARCHITECTURAL DRAFTING 4**

*F,S*

*IT 190 or cons inst. Materials charge.*

Problem approach to architecture; emphasis on residential planning and construction. Laboratory devoted to development of working drawings.

**212 MACHINE DESIGN 3**

*F*

*IT 210. Materials charge.*

Theoretical principles and conventional practices used in the design of machines and machine elements.

**213 DEVELOPMENTAL DESCRIPTIVE GRAPHICS 4**

*S*

*IT 210 Formerly DEVELOPMENTAL DESCRIPTIVE GEOMETRY. Materials charge.*

Specialized drafting methods used in revolutions and developments. Graphical solutions to mathematical and structural problems.

**220 WOOD TECHNOLOGY 4**

*F,S*

*IT 192 or cons inst. Materials charge.*

Practices of woodworking industries. Properties of wood materials, bench woodworking, carpentry, pattern-making, lamination and machine processes.

**221 CONSTRUCTION**

**TECHNOLOGY 4**

*F,S*

*IT 220 or cons inst. Materials charge.*

Principles and practices of construction. Materials and methods used to build and enclose sub- and super-structures. Utility systems.

**223 PRODUCTION WOODWORKING 4**

*S*

*IT 220 or cons inst. Materials charge.*

Surveys management and production technologies used in quantity manufacture of wood and related products; production woodworking equipment.

**224 INDUSTRIAL FINISHING 3**

*Materials charge.*

Coating and processes used in finishing wood, metal, plastic, other industrial materials. Application and testing of industrial finishes.

**225 REINFORCED PLASTICS 4**

*F,S*

*IT 192. Materials charge.*

Theory, practical application of fiber glass, plastic resins, other materials in hand layup, sprayup, filament winding; other common industrial techniques.

<b>226 CABINET AND FURNITURE PRODUCTION</b>	<b>4</b>	<b>F</b>
<i>IT 220 or cons inst. Materials charge.</i>		
Advanced theory and practice in machine setup, operation and maintenance; product design, standards and construction; specialized processes.		
<b>230 GENERAL METAL WORK</b>		
	<b>4</b>	<b>F,S</b>
<i>Materials charge.</i>		
Basic theory and practice in hot and cold metal-working processes; sheet metal, bench metal, metal casting, oxy-acetylene and electric welding.		
<b>232 WELDING TECHNOLOGY</b>	<b>4</b>	<b>F,S</b>
<i>IT 230. Materials charge.</i>		
Advanced theory and practice in modern welding processes; (TIG) tungsten inert gas, (MIG) metallic inert gas, other electric welding processes.		
<b>233 MACHINE TOOL TECHNOLOGY I</b>	<b>4</b>	<b>F,S</b>
<i>Materials charge.</i>		
Basic machine tool theory and practice; saws, drilling machines, lathes, shapers, milling machines, surface grinders, metrology, heat treatment.		
<b>235 MACHINE TOOL TECHNOLOGY II</b>	<b>4</b>	<b>F</b>
<i>IT 233. Materials charge.</i>		
Theory computations, setups for precision machining; turning operations, cylindrical grinding, surface grinding, milling operations, indexing, gear cutting.		
<b>240 ELECTRICAL TECHNOLOGY</b>	<b>4</b>	<b>F,S</b>
<i>IT 191 or cons inst. Materials charge.</i>		
Analysis of electrical and magnetic circuits.		
<b>241 ELECTRICAL MACHINERY</b>	<b>3</b>	<b>F</b>
<i>IT 240. Materials charge.</i>		
Operation, characteristics and applications of electric motors and generators.		
<b>242 APPLIED ELECTRONICS</b>	<b>4</b>	<b>S</b>
<i>IT 240 or PHY 109 or 111. Materials charge.</i>		
Operation, characteristics and applications of electron tubes.		
<b>244 SEMICONDUCTOR ELECTRONICS</b>	<b>3</b>	<b>F,S</b>
<i>IT 240 or PHY 109 or 111. Materials charge.</i>		
Operation, characteristics and applications of solid-state diodes and transistors.		
<b>246 COMMUNICATIONS ELECTRONICS</b>	<b>4</b>	<b>S</b>
<i>IT 242 or 244. Materials charge.</i>		
Operation and characteristics of electronic circuits and devices employed in communication systems.		
<b>248 INSTRUMENTATION</b>	<b>4</b>	<b>F</b>
<i>IT 242 or 244. Materials charge.</i>		
Operation, characteristics, calibration, and maintenance of selected electrical and electronic instruments.		
<b>250 THE GRAPHIC ARTS PROCESSES</b>	<b>4</b>	<b>F,S</b>
<i>Materials charge.</i>		
Theory and practice in basic relief, lithography, screen process, intaglio, photography and many support technologies.		
<b>251 GRAPHICS ARTS TECHNOLOGY</b>	<b>4</b>	<b>F,S</b>
<i>IT 250 or cons inst. Materials charge.</i>		
Idea visualization, copy preparation, continuous tone copy, process photography, negative assembly, image carriers, ink transfer and finishing operations.		
<b>253 PHOTOMECHANICAL PROCESSES</b>	<b>3</b>	<b>F</b>
<i>IT 250 or cons inst. Formerly LAYOUT-DESIGN: APPLICATION TO GRAPHIC REPRODUCTION. Materials charge.</i>		
Planning layout, design of printed pieces; paste-up; line and halftone photography.		
<b>254 CONTINUOUS TONE COPY PREPARATION</b>	<b>3</b>	<b>F</b>
<i>Materials charge.</i>		
Preparation of continuous tone copy for graphic reproduction.		
<b>261 AUTOMOTIVE POWER PLANTS</b>	<b>4</b>	<b>F,S</b>
<i>IT 191. Materials charge.</i>		
Theory and laboratory experiences in function, maintenance and adjustment of systems and components of automotive type engines.		
<b>262 AUTOMOTIVE ELECTRICAL SYSTEMS</b>	<b>3</b>	<b>F,S</b>
<i>IT 191. Materials charge.</i>		
Operating principles, applications, diagnosis and repair of automotive electrical systems and components.		
<b>263 FLUID POWER MECHANICS</b>	<b>3</b>	<b>F,S</b>
<i>Materials charge.</i>		
Operating principles and applications of hydraulic, pneumatic and fluidic components and systems.		
<b>264 AUTOMOTIVE SUSPENSION, STEERING AND BRAKE SYSTEMS</b>	<b>3</b>	<b>S</b>
<i>IT 191. Materials charge.</i>		
Theory, repair, alignment or adjustment of frames, stabilizing devices, drive lines, rear axles, steering mechanisms and brakes.		
<b>265 AUTOMOTIVE AND MOBILE FLUID POWER SYSTEMS</b>	<b>4</b>	<b>F</b>
<i>IT 191, 263. Materials charge.</i>		
Operating principles, diagnosis and adjustment of automatic transmission, hydrostatic drives, power steering, power brakes, accessories.		
<b>266 INDUSTRIAL AND UTILITY ENGINES</b>	<b>4</b>	<b>S</b>
<i>IT 191. Materials charge.</i>		
Theory and laboratory experiences in function, applications and maintenance of utility, outboard, industrial and diesel engines.		
<b>273 MULTIPLE CAR AND ON-STREET INSTRUCTION</b>	<b>3</b>	<b>F,S</b>
<i>IT 172. Laboratory experiences: operating driving range, BTW lessons. Lab will be arranged. Materials charge. Formerly ADVANCED TRAFFIC EDUCATION.</i>		
Instruction, administration, organization and evaluation of multiple-car and on-street programs.		
<b>300 CONTEMPORARY INDUSTRIAL EDUCATION</b>	<b>2</b>	
<i>Materials charge.</i>		
Prominent leaders and analysis of trends in industrial education.		
<b>301 INDUSTRIAL ARTS IN THE ELEMENTARY SCHOOL</b>	<b>2</b>	
<i>Materials charge.</i>		
Educational principles underlying industrial arts and their application in the elementary activity program.		

**302 EVALUATION TECHNIQUES IN  
THE PRACTICAL ARTS AND  
OCCUPATIONAL EDUCATION 3**

*Materials charge.*

Historical background of measurement; examination of objectives and methods; evaluation of student abilities and growth; evaluation of facilities and equipment.

**303 CONSTRUCTION TECHNOLOGY  
CURRICULUM (IACP) 4**

The rationale for and the teaching and implementation of construction technology in secondary school, industrial education programs.

**304 OCCUPATIONAL AND JOB  
ANALYSIS 3**

*Materials Charge.*

Techniques and procedures for analyzing occupations and jobs for instructional purposes.

**306 PART-TIME COOPERATIVE  
EDUCATION 3**

**F,S**

*Materials charge.*

Procedures involved in organizing and operating effective programs of cooperative vocational education.

**307 EMPLOYMENT ANALYSIS FOR  
THE EXCEPTIONAL 3**

**F,S**

*Also offered as SED 307. Materials charge.*

Diagnosis and instruction of exception children who are placed in occupational education. Synthesizing employment and education for exceptional children.

**308 MAN AND TECHNOLOGY 3 US-E**

The course is designed to introduce to the student the concept of technology with emphasis on industrial technology, its growth, magnitude and its effect on mankind and basic institutions. Consideration is given to the chronology of technology, technology's effect on the world of work, contemporary technological problems and issues, and technology and the future.

**309 MANUFACTURING  
TECHNOLOGY**

**CURRICULUM (IACP) 4**

The rationale for and the teaching and implementation of manufacturing technology in secondary schools, industrial education programs.

**311 INDUSTRIAL OPERATIONS 3 F**

A study of industrial principles, practices and methods used to establish a sequence of operations to produce a product.

**319 COMPUTER GRAPHICS 3 F,S**

*Also offered as INF 319. Materials charge.*

Combination of graphic techniques and computer programming as means of industrial communication applied to solution and interpretation of technological problems.

**320 MASONRY CONSTRUCTION 4**

*IT 221 or cons inst.*

Theory, materials and practices of concrete and masonry construction. Practical experience through on-site activities.

**321 CARPENTRY CONSTRUCTION 4 F,S**

*IT 221 or cons inst. Students are personally responsible for transportation to construction site.*

Theory, materials and practices of the building construction industry. Practical experience through on-site activities including carpentry and related trades.

**325 INDUSTRIAL PLASTICS 3 F,S**

*IT 192 or cons inst. Materials charge.*

Resins, processing, and fabrication; injection molding,

extrusion, rotational molding, foaming, thermo-forming, identification and testing.

**331 MACHINE TOOL  
TECHNOLOGY III 4**

*IT 233 or cons inst. Materials charge.*

Theory and practice involving setups for production machining: numerical control machine programming, turret lathe applications, production processes, technical reports.

**332 APPLIED PHYSICAL  
METALLURGY 3**

**F,S**

*IT 192 or cons inst. Materials charge.*

Physical and mechanical properties of metals, testing properties, crystalline structure, metallurgical examination, constitution of alloys, heat treatment, industrial applications.

**346 INDUSTRIAL ELECTRONICS 3**

*IT 242 or 244. Materials charge.*

Operation and characteristics of electronic circuits and devices employed in non-communications applications.

**349 TECHNICAL WRITING 3**

**F,S**

*ENG 101 or cons inst. Also offered as ENG 349.*

Instruction and practice in the forms and techniques of technical writing, adapted wherever possible to the professional interests of the individual student.

**351 IMAGE CARRIERS AND IMAGE  
TRANSFER 3**

**S**

*IT 250 or cons inst. Materials charge.*

Laboratory practice of basic printing machines; theory of printing machine systems, trouble-shooting and plate and plate-making systems.

**352 CHARACTER GENERATION 3**

**F**

*IT 250 or cons inst. Materials charge.*

Theory, laboratory practice on photo composition, impact and hot metal machines. Cathode-ray tube and computer application.

**353 COLOR SEPARATION 3**

**S**

*IT 253 or cons inst. Materials charge.*

Theory of color, modern color separation methods, fake color, transmission and reflection copy, color correction, additive and subtractive color.

**354 THE GRAPHIC ARTS INDUSTRY 3 F**

*IT 250 or cons inst. Materials charge.*

Graphic arts industrial organization of human resources, physical assets, and money; efficient production of graphic communications products.

**356 OCCUPATIONAL HEALTH FOR  
SAFETY PROFESSIONALS 3**

**S**

*Not for credit Env. Health maj min. Also offered as AHP 356.*

A study of the relationships, effects, and methods of control of chemical, microbiological, radiological, and physical hazards and stresses on the health, efficiency, and well-being of employees.

**361 MOTOR VEHICLE DIAGNOSIS 3 F**

*IT 261, 262 or cons inst. Materials charge.*

Motor vehicle systems diagnosis; emphasis on electrical and fuel systems; experience on mechanical systems.

**363 FLUID POWER SYSTEMS**

**DESIGN & ANALYSIS 3**

**S**

*IT 263 or cons inst. Materials charge.*

Design, sizing and analysis of hydraulic and pneumatic circuits including both machine tool and mobile applications.

<b>370 INDUSTRIAL ACCIDENT PREVENTION</b>	<b>3</b>	<b>F,S</b>
<i>Materials charge.</i>		
Principles, responsibilities and techniques for developing, organizing, implementing and administering an industrial safety program.		
<b>371 ALCOHOL AND ACCIDENT PHENOMENON</b>	<b>3</b>	<b>F,S</b>
<i>Materials charge.</i>		
Effects of alcohol on accident causation. Psychological, physiological, pharmacological actions of alcohol in view of medical, sociological, religious, economic aspects.		
<b>372 ACCIDENT INVESTIGATION, RECORDS, AND EVALUATION</b>	<b>3</b>	<b>F,S</b>
<i>Materials charge.</i>		
Theory and function of accident investigation, reporting, and analysis systems. Form design and utilization and cost evaluation procedures.		
<b>373 AGRICULTURAL ACCIDENT PREVENTION</b>	<b>3</b>	<b>F,S</b>
<i>Also offered as AGR 345. Materials charge.</i>		
Major problems of accident causation and prevention applicable to agriculture and the need for farm safety education.		
<b>374 METHODS AND MATERIALS OF TEACHING DRIVER EDUCATION</b>	<b>3</b>	<b>F,S</b>
<i>IT 172. Laboratory experience in teaching beginning drivers in traffic simulators, BTW will be arranged. Materials charge.</i>		
Laboratory experience in teaching beginning drivers using driving simulation and dual-control on the street, organization and administration of Traffic Safety programs.		
<b>375 TRAFFIC ENFORCEMENT</b>	<b>2</b>	<b>F,S</b>
<i>IT 172 or conc reg or cons inst. Materials charge.</i>		
Philosophy, methods of detecting, apprehending violators. Fundamentals of traffic law applicable to laymen, technicians, and teachers.		
<b>376 PROBLEMS AND RESEARCH IN ACCIDENT PREVENTION</b>	<b>3</b>	
<i>IT 171 or cons inst. Materials charge.</i>		

Problems confronting researchers in the safety field; current findings, applicable to the students' area of interest.		
<b>377 TRAFFIC ENGINEERING</b>	<b>2</b>	<b>F,S</b>
<i>IT 172 or conc reg or cons inst. Materials charge.</i>		
Investigation of vehicle and environmental components of HTS; vehicle inspection, equipment, design; traffic studies performed; traffic planning to reduce collisions, congestion.		
<b>378 DISASTER PREPAREDNESS</b>	<b>3</b>	<b>F</b>
<i>Materials charge.</i>		
Organizing, directing, coordinating disaster services in schools, industry and local government. Includes T.B.A. 48 hr. disaster exercise.		
<b>379 CURRICULUM DEVELOPMENT IN DRIVER EDUCATION</b>	<b>3</b>	<b>F,S</b>
<i>IT 171 and 172. Materials charge.</i>		
Behavioral-oriented curriculum applicable to driver education. Behavioral objectives, learning activities, measurement of student performance peculiar to driver education.		
<b>380 FIRE PROTECTION AND PREVENTION</b>	<b>4</b>	<b>F,S</b>
<i>IT 171 or cons inst. Materials charge.</i>		
Measures related to safeguarding human life and preservation of property in prevention, detection, extinguishing fires.		
<b>383 ADVANCED DRIVER EDUCATION PROGRAMS</b>	<b>2</b>	
<i>Valid divers license, jr. standing, and IT 374 or cons inst. Lecture and laboratory.</i>		
Techniques for teaching and dealing with common emergency situations in driving.		
<b>386 TECHNICAL COMPUTER PROGRAMMING</b>	<b>3</b>	
<i>Also offered as INF 386. Laboratory arranged. Materials charge.</i>		
Digital computer systems, programming digital computers and their use in solving problems related to applied sciences and technologies.		

# College of Arts and Sciences

**Dean:** C. Edward Streeter, 141 Stevenson Hall.

The College of Arts and Sciences provides the opportunity for a liberal education in addition to attainment of career-oriented skills. The College includes the Departments of Biological Sciences, Chemistry, Economics, English, Foreign Languages, Geography-Geology, History, Information Sciences, Mathematics, Philosophy, Physics, Political Science, Psychology, Sociology-Anthropology and Speech Pathology-Audiology. The College offers the core of the University Studies program required of all undergraduates, a wide range of academic major and minor programs for meeting baccalaureate degree requirements, master's programs in most disciplines and doctoral programs in Biological Sciences, Economics, English, History and Mathematics. Course offerings span the humanities, social and behavioral sciences, natural sciences, and mathematics.

## College of Arts and Sciences Programs

### Arts and Sciences Degree Programs

Degrees Offered: B.A., B.S. Further Information: Dean of the College of Arts and Sciences. Liberal arts program only; no teacher education program available.

The Arts and Sciences program is an interdisciplinary contract major for meeting student goals which cannot be accommodated by other academic majors. Admission requirements are:

1. A minimum comprehensive ACT score at the 85th percentile for freshmen. Entering freshmen enroll as General Students and apply for admission to this major prior to completion of University Studies.

2. An overall GPA of 3.00 or higher for non-freshmen and transfer students.

3. Students who do not meet the criteria above may be considered for admission to the program on the recommendation of two faculty members from different Arts and Sciences departments.

4. Petition for admission to this major must occur prior to the completion of 90 hours, or at least 15 hours of approved Arts and Sciences program work must be completed after admission to the program.

A concentration in Urban Studies is available to students under the Arts and Sciences major. Interested students may contact Dr. Joseph Honan in the Department of Political Science. A concentration in Quantitative Economics is available to students under the Comprehensive Arts and Sciences major. Interested students may contact the department chairperson in either Economics or Mathematics.

#### MAJOR IN ARTS AND SCIENCES

— 35 hours required in Arts and Sciences in addition to the requirements for University Studies.

- Maximum of 25 hours from any one department.
- Individual program developed with a designated faculty adviser and approved by the Dean of the College of Arts and Sciences.

#### COMPREHENSIVE ARTS AND SCIENCES MAJOR

- 50 hours required in Arts and Sciences.
- Maximum of 25 hours from any one department.
- Minimum of 18 hours from one department required.
- Individual program developed with a designated faculty adviser and approved by the Dean of the College of Arts and Sciences.

## Latin American Studies Program

No major offered. Further Information: Dean of the College of Arts and Sciences. Identical liberal arts and teacher education program.

#### MINOR IN LATIN AMERICAN STUDIES

- 24 hours in Latin American Studies courses required.
- Required courses: Two semesters of college Spanish or Portuguese, or the equivalent. Student completes, with the approval of an adviser designated by the Dean of Arts and Sciences, a planned program of study in which courses are elected in at least three fields other than Spanish and Portuguese. Work in the fields may include appropriate courses in AGR, ART, BSC, ECO, FOR, GEO, HIS, POS, and SOA.

This program must be planned in consultation with an academic adviser. With the approval of the adviser, courses in fields other than those listed above may be counted toward the minor, providing those courses are considered relevant to the course of study. No more than two courses in the student's major field of study, however, will be applicable toward the minor in Latin American Studies. Students interested in this program should consult the Dean of the College of Arts and Sciences.

## Social Sciences Program

Degrees Offered: B.A., B.S. Further Information: Department of History. Identical liberal arts and teacher education programs.

#### COMPREHENSIVE SOCIAL SCIENCES MAJOR

- 55 hours in Social Sciences (ECO, HIS, POS, and SOA courses).
- Required courses: at least 8 hours in Economics, including ECO 100 and 101; at least 16 hours in History with 8 each in United States and world history, including HIS 121, 123 or 124, 135, 136; at least 8 hours in Political Science, including POS 105; at least 8 hours in Sociology, including SOA 106.

Students who wish to pursue this major consult the adviser to Social Sciences students in the Department of History.

## Biological Sciences

**Chairperson:** Howard R. Hetzel, 206 Felmley Hall.

**Faculty:** Professors: Birkholz, Brockman, Dilks, Frehn, Hetzel, Liberta, Mentzer, Mockford, Nadakavukaren, Rhymer, Tone, Ward, Weigel, Willis. Associate Professors: Anderson, Brown, Chasson, Chuang, Fitch, Huijzinga, Jensen, McCracken, Mizer, Schwalm, D.F. Weber.

Assistant Professors: Cadwell, Cain, Cole, Cralley, Katz, Neville, Preston, Seligman, D.H. Weber. Instructors: Burdick, Larson, Parker. Lecturer: C. Hung. Faculty Assistant: S. Hung. Adjunct Faculty: Brown, Martin, Miller, Reardon. Joint Appointments with Chemistry: Richardson, Tsang, Vandegrift.

## Biological Sciences Programs

Degrees Offered: B.A., B.S. Further Information: Department of Biological Sciences. Identical liberal arts and teacher education programs, except that the Community and Public Health sequence in the major is a liberal arts program only.

### MAJOR IN BIOLOGICAL SCIENCES

**Biological Sciences Sequence (liberal arts or teacher education)**

- 37 hours in Biological Sciences required.
- Required courses: BSC 121, 190, 216, 260, 304, 319, with a minimum of 8 additional hours of laboratory courses. Chemistry through organic chemistry and one year of general physics also required.

**Community and Public Health Sequence (liberal arts only)**

- 37 hours in Biological Sciences required.
- Required courses: BSC 121, 190, 216, 240, 242, 259, 260, 261, 304, 319, 283 or 360 or 383. A maximum of 3 hours of 259 may be applied to the total requirement of 37 hours. Chemistry through organic chemistry and one year of general physics also required.
- In addition, an internship experience agreed upon by the department must be completed. Additional courses in psychology, philosophy, sociology-anthropology, allied health, and information sciences should be elected in consultation with an adviser.

### COMPREHENSIVE BIOLOGICAL SCIENCES MAJOR

- 53 hours in Biological Sciences required.
- Required courses: BSC 121, 190, 216, 260, 304, 319. Chemistry through organic chemistry and one year of general physics also required.

### MINOR IN BIOLOGICAL SCIENCES

- 24 hours in Biological Sciences required.
- Required courses: BSC 121, 190.
- 16 hours of electives selected from among BSC 122, 123, 160, 191, 192, 199, 201, 216, 217, 260, 283, 294, 300, 319, 320, 331, 333, 334, 360, 365, 381, 383, 390, 391, 392, 394, 395, 396. At least 8 of the elective hours must be of 200 or 300 level courses. Transfer credit will be evaluated on an individual basis.

## Biological Sciences Courses

### 100 INTRODUCTION TO BIOLOGICAL SCIENCES 3 US-C F,S

*Not for credit maj min. Lecture and laboratory.*

Biological principles in relationship to man.

### 102 SOUTHEASTERN FIELD STUDIES 2 US-C S

*Lecture and laboratory. Course fee required.*

Collection and identification of plants and animals from coastal areas of Florida and the West Indies.

### 121 GENERAL BOTANY 4 US-C F,S

*Lecture and laboratory.*

Introduction to the principles of structure, function, growth, reproduction, and classification of plants.

### 122 COMPARATIVE BOTANY 4 US-C F,S

*BSC 121. Lecture and laboratory.*

Morphology, phylogeny, and taxonomy of non-vascular plants.

### 123 COMPARATIVE BOTANY 4 US-C F,S

*BSC 121. Lecture and laboratory.*

Morphology, phylogeny, and taxonomy of vascular plants.

### 145 HYGENE 2 US-E F,S

Practical human physiology and the nature of disease; emphasis on health problems related to nutrition, cardiovascular and respiratory diseases, drug use, sex and reproduction.

### 160 INTRODUCTORY MICROBIOLOGY 4 US-C F,S

*Not for credit maj or if had BSC 260. Lecture and laboratory. Formerly ELEMENTARY BACTERIOLOGY.*

Introduction to microorganisms, their application and relationship to man and his environment.

### 181 FUNCTIONAL ANATOMY 4 US-C F,S

*Not for credit maj. Lecture and laboratory.*

Fundamentals of anatomy and physiology for students in special education, health education, nursing, and psychology.

### 182 FUNCTIONAL ANATOMY 4 US-C F,S

*BSC 181. Lecture and laboratory. Cont of 181.*

### 190 GENERAL ZOOLOGY 4 US-C F,S

*Lecture and laboratory.*

Classification, morphology, physiology, genetics, evolution, and ecology of representative animal phyla.

### 191 INVERTEBRATE ZOOLOGY 4 US-C F

*BSC 190. Lecture and laboratory.*

Phylogeny, comparative functional anatomy, and embryology of the invertebrates.

### 192 COMPARATIVE VERTEBRATE ANATOMY 4 US-C F,S

*BSC 190. Lecture and laboratory.*

Evolution and comparative anatomy of vertebrates.

### 195 INTRODUCTION TO OCEANOGRAPHY 3 US-C S

*Also offered as GEO 195.*

General principles of biology, chemistry, geology, and physics as applied to a study of the world's oceans.

### 199 ANIMAL BEHAVIOR 3 US-E F,S

An introduction to ethology — the biology of behavior. Behavior studies as performed in the natural habitat. Invertebrate and vertebrates, including man, will be considered.

### 201 GENERAL ECOLOGY 4 F,S

*BSC 121, 190 or equivs. Lecture, laboratory, and field trips.*

Relationships among living organisms and their environment at ecosystem, community, population, and individual levels.

### 202 ECOLOGY OF MAN 2 US-E

*Not for credit maj min.*

A study of the general principles and applications of ecology with emphasis on man's place in the ecosystem

and a consideration of how environmental problems are related to fundamental ecological principles.

**203 NATURAL SCIENCE 3 F,S**  
*Not for credit maj min. Lecture, laboratory, and field trips.*

Insects, fishes, amphibians, and reptiles. For students in elementary education.

**204 NATURAL SCIENCE 4 F,S**  
*Not for credit maj min. Lecture, laboratory, and fieldwork.*

The ecology of wildflowers, trees, birds, and mammals.

**216 GENERAL PHYSIOLOGY 4 F,S**  
*BSC 121, 190 and Org Chem. Lecture and laboratory.*

Chemical and physical aspects of life processes.

**217 PLANT PHYSIOLOGY 4 F,S**  
*BSC 216. Lecture and laboratory.*

Plant structure and function: photosynthesis, translocation, growth and development.

**240 MODERN HEALTH PROBLEMS 3 S**  
*Lecture-discussion.*

Emphasis on recent developments in selected critical health areas and their application to individual health habits and attitudes.

**242 COMMUNITY PUBLIC HEALTH 2 S**  
 Introduction to public health at local, state, and national levels, including the relationships among public health departments, voluntary health agencies, and schools. Includes emphasis on selected community health problems.

**248 SCHOOL HEALTH 2 F**  
*BSC 145.*

An overview of the school health program. Designed to acquaint the teacher with the health needs of children and the methods and materials available for health education.

**259 HEALTH CENTER 1-6**  
*BSC 242.*

Health legislation, services, and education programs.

**260 MICROBIOLOGY 4 F,S**  
*BSC 121 or 190 and Org Chem. Not for credit if had BSC 160. Lecture and laboratory.*

Uniqueness, diversity, ecology, molecular biology, and practical applications of microorganisms.

**261 MICROBIAL PATHOGENS OF MAN 4 F,S**  
*BSC 260. Lecture and laboratory.*

Morphology, cultivation, identification, and classification of bacteria, fungi, rickettsia, and viruses associated with certain diseases of man.

**283 ANIMAL PHYSIOLOGY 4 F,S**  
*BSC 216. Lecture and laboratory.*

The physical and chemical basis of system physiology with reference to invertebrates and vertebrates.

**294 ENTOMOLOGY 4 US-C F,S**  
*BSC 190. Lecture and laboratory.*  
*Taxonomy and life histories of insects.*

**300 and 301 READINGS IN BIOLOGICAL SCIENCES 1 ea F,S**

Readings of classical and modern biological literature.

**302 HISTORY OF BIOLOGY 3 F**  
 A study of great biologists emphasizing their contributions to the development of the biological sciences.

**303 NATURAL SCIENCE FOR ELEMENTARY TEACHERS 3 F,S**

*Not for credit maj min.*

Present-day developments in science instruction.

**304 SEMINAR IN BIOLOGY 1 F,S**  
 Oral and written reports on current topics in biology.

**305 SPECIAL PROBLEMS IN BIOLOGY 1-3 F,S**  
*Projects must be approved by the supervising faculty member and dept chprn prior to reg.*

**306 REGIONAL AND AREA STUDIES 1-9 US-E**  
*Cons inst. Usually given cooperatively with other depts.*

Intensive study of particular lands, environments, cultures, and peoples.

**307 METHODS IN THE TEACHING OF BIOLOGY 2**

*Senior or graduate standing and cons of inst.*

Methods, techniques, materials, and problems peculiar to the teaching of biology at the secondary school and college levels.

**318 LABORATORY TECHNIQUES 2 F,S**  
*Lecture and laboratory.*

Preparation of microscope slides, special techniques for whole mounts, plastic embedding, plastic injections, and nerve preparations.

**319 GENETICS 4 F,S**  
*BSC 121, 190, and 260 or cons inst. Lecture and laboratory.*

Data and concepts of genetics from Mendel to the present.

**320 PLANT PATHOLOGY 4 F**  
*BSC 121. Lecture and laboratory.*

Morphology, life histories, host-parasite relationships and control measures for fungal, bacterial, and viral pathogens.

**331 TAXONOMY AND EVOLUTION OF VASCULAR PLANTS 4 S**  
*BSC 121. Lecture and laboratory.*

Plant classification and evolution with emphasis on native and naturalized species.

**332 TAXONOMY OF NON-VASCULAR PLANTS 4 F**

Plant classification with emphasis on the evolution of algae, fungi, and bryophytes.

**333 EVOLUTIONARY MORPHOLOGY OF VASCULAR PLANTS 4 F**  
*BSC 121. Lecture and laboratory.*

Comparative survey of structure, life histories, reproductive mechanisms, and evolutionary relationships of vascular plants.

**334 INTRODUCTORY MYCOLOGY 3 F**  
*BSC 121. Lecture and laboratory.*

Morphology, taxonomy, and evolution of the fungi.

**340 ADMINISTRATION OF SCHOOL HEALTH PROGRAMS 3 F**

Development and organization of school health programs including services, environment, and instruction.

**360 SANITATION 4 F**  
*BSC 260. Lecture and laboratory.*

Fundamental principles of environmental sanitation: water, waste water, streams, solid wastes, food, air, and radiation.

<b>365 PHYCOLOGY</b>	<b>4</b>	
<i>BSC 121. Lecture and laboratory.</i>		
Morphology, taxonomy, physiology, and ecology of the algae.		
<b>381 APPLIED HUMAN ANATOMY</b>	<b>4</b>	<b>F,S</b>
<i>BSC 182 or HPR 182 or cons inst. Lecture and laboratory.</i>		
Musculo-skeletal and nervous systems emphasized.		
<b>382 THE EYE — A LABORATORY AND CLINICAL STUDY</b>	<b>3</b>	<b>F,S</b>
Anatomy and physiology of the eye. Lecture and laboratory, supplemented with clinical demonstrations on the detection and care of eye disorders.		
<b>383 PARASITOLOGY</b>	<b>4</b>	<b>F</b>
<i>BSC 190. Lecture and laboratory.</i>		
Morphology, life histories, and host-parasite relationships of arthropod, helminth, and protozoan parasites.		
<b>385 PHYSICAL DEFECTS — SURVEY AND REHABILITATION</b>	<b>3</b>	<b>F,S</b>
<i>BSC 381. Also offered as HPR 385. Lecture and laboratory.</i>		
Identification and treatment of physical defects of handicapped children; special services, equipment, and procedures for school programs.		
<b>386 GROSS ANATOMY</b>	<b>4</b>	<b>F</b>
<i>BSC 182 or 192 or HPR 182.</i>		
Human body exclusive of head and neck.		
<b>387 GROSS ANATOMY</b>	<b>2</b>	<b>S</b>
<i>BSC 182 or 192 or HPR 182.</i>		
Human head and neck.		
<b>390 EVOLUTION</b>	<b>3</b>	<b>S</b>
<i>BSC 319 or cons inst.</i>		
Environmental, behavioral, and genetic mechanisms involved in the processes of evolution.		
<b>391 ENTOMOLOGY</b>	<b>4</b>	<b>S</b>
<i>BSC 190. Lecture and laboratory.</i>		
Comparative anatomy of the insects.		
<b>392 EMBRYOLOGY</b>	<b>4</b>	<b>F,S</b>
<i>Lecture and laboratory.</i>		
Comparative embryology of the vertebrates with emphasis on avian and mammalian embryos.		
<b>394 PROTOZOOLOGY</b>	<b>4</b>	
<i>BSC 190. Lecture and laboratory.</i>		
Survey of the Phylum Protozoa, emphasizing morphology, physiology, reproduction, and taxonomy.		
<b>395 BIOLOGY OF THE LOWER VERTEBRATES</b>	<b>4</b>	<b>S</b>
<i>BSC 190. Lecture and laboratory.</i>		
The biology of fish, amphibians, and reptiles.		
<b>396 BIOLOGY OF THE HIGHER VERTEBRATES</b>	<b>4</b>	<b>S</b>
<i>BSC 190. Lecture, laboratory, and field trips.</i>		
The biology of birds and mammals.		

# Chemistry

**Chairperson:** Douglas West, 305 Felmley Hall.  
**Faculty:** Professors: Duty, House, Ichniowski, Reiter, Ryder, Shulman, West. Associate Professors: Bunting, Hunt, Kurz, Richardson, Tsang. Assistant Professors: Clark, Hansen, Paschal, Sontum. Faculty Assistant: Frank. Lecturer: Liu.

## Chemistry Programs

Degrees Offered: B.A., B.S. Further Information: Department of Chemistry. Liberal arts and teacher education programs available; a teacher education student may select either the B.A. or B.S. program. The Department of Chemistry is on the approved list of the American Chemical Society.

### B.S. CHEMISTRY MAJOR

- 37 hours required in Chemistry, including at least 27 hours in courses numbered 200 or higher.
- Required courses: CHE 140 and 141 (or 150), 230, 232, 233, 315, 350, 360, 361, 362, 363; one year of physics, preferably PHY 110 and 111; approved elective courses selected from among CHE courses numbered 200 or higher.
- One year of a foreign language is highly recommended, preferably, German, Russian, or French.

### B.A. CHEMISTRY MAJOR

- 37 hours required in Chemistry, including at least 27 hours in courses numbered 200 or higher.
  - Required courses: CHE 140 and 141 (or 150), 230, 232, 360, 362; approved elective courses selected from among CHE courses numbered 200 or higher.
- Approved advanced elective courses from other natural sciences departments may replace up to a maximum of 6 of the required 27 hours. Students electing this program should also consult University requirements for the B.A. degree.

### MINOR IN CHEMISTRY

- 23 hours required in Chemistry, including at least 13 hours in courses numbered 200 or higher.
- Required courses: CHE 140 and 141 (or 150).

**Basic Chemistry Courses for Majors:** Chemistry majors are normally expected to take Chemistry 140 and 141. A student who demonstrates high achievement in Chemistry at the pre-college level may take 150 in place of 140 and 141. Chemistry 110 and 114 may be taken in place of 140. This 6-hour sequence is designed for students who are not sufficiently prepared for Chemistry 140 and for students who elect to become Chemistry majors or minors after having completed 110. Credit toward graduation is not given for both CHE 104 and 110, both CHE 110 and 140, and both CHE 114 and 140.

## Chemistry Courses

### 102 SCIENCE AND MODERN

**MAN**    **3**    **US-C**

*Open only to students with no college credit in CHE.*

Selected topics from chemistry and science in general and illustration of relevance of chemistry and other sciences to today's world.

### 104 ELEMENTS OF

**CHEMISTRY**    **4**    **US-C**

*Lecture and laboratory. Not for credit if had CHE 110. Locker charge of \$2.*

Survey of general chemistry, including organic and biochemistry. Designed for students in home economics, nursing and other health related fields.

### 110 FUNDAMENTALS OF

**CHEMISTRY**    **4**    **US-C**

*Not for credit if had CHE 140, 141, or 150.*

One-semester introductory survey of fundamental con-

cepts, laws and theories of chemical science and their application to common chemical systems.

**112 FUNDAMENTAL CHEMISTRY LABORATORY** 1 US-C F,S  
*CHE 110 or conc reg. Locker charge of \$2.*

Experience in manipulation of fundamental laboratory apparatus and means of carrying out chemical synthesis and measurements on chemical systems.

**114 FUNDAMENTALS OF CHEMISTRY (SUPPLEMENTARY)** 2 US-C F,S  
*CHE 110. Designed to bring the background of the student up through the level of CHE 140. Not for credit if had CHE 140.*

**140 GENERAL CHEMISTRY I** 5 US-C F,S  
*First half of a two-semester sequence. Designed primarily for students with HS credit in CHE. Algebra is required. Not for credit if had CHE 110, 114.*

Fundamental principles of stoichiometry, periodicity, atomic structure, and thermochemistry with applications to gases, liquids, solids and solutions.

**141 GENERAL CHEMISTRY II** 5 US-C F,S  
*CHE 114 or 140. Lecture and laboratory. Locker charge of \$2.*

Continuation of CHE 140. Introduction to equilibrium, electrochemistry, acid-base theory, coordination compounds, inorganic and organic chemistry.

**150 GENERAL CHEMISTRY** 6 US-C F  
*Cons dept chrp. Lecture and laboratory. Satisfactory completion of 150 replaces the 140-141 requirement. Admission is by invitation based on the results of placement tests and other evaluation techniques. Locker charge of \$2.*

Accelerated study of the fundamentals of chemistry, designed for the student who demonstrates exceptional ability at the pre-college level.

**215 FUNDAMENTALS OF ANALYTICAL CHEMISTRY** 3 F,S  
*CHE 141 or 150. Lecture and laboratory. Locker charge of \$2.*

Theory and practice of selected modern analytical methods.

**220 ELEMENTARY ORGANIC CHEMISTRY** 5 US-C F,S  
*CHE 112 or 141. Not for credit if had CHE 230. For non-majors. Lecture and laboratory. Locker charge of \$2.*

One-semester survey of organic chemistry. Fundamental principles of structure and mechanisms of organic reactions.

**230 ORGANIC CHEMISTRY I** 4 F,S  
*First half of a two-semester sequence. CHE 141 or 150. Not for credit if had CHE 220. Lecture and laboratory. Locker charge of \$2.*

Introduction to chemistry of aliphatic and aromatic organic compounds together with laboratory practice illustrating preparations and reactions typical of functional groups.

**232 ORGANIC CHEMISTRY II** 3 F,S  
*CHE 230 or cons dept chrp.*

Continuation of CHE 230, including synthetic and mechanistic features of organic reactions.

**233 ORGANIC CHEMISTRY LABORATORY II** 2 F,S  
*CHE 232, conc reg or cons dept chrp. Locker charge of \$2.*

Laboratory practice in newer techniques and methods of organic chemistry.

**242 BASIC BIOCHEMISTRY** 3 F,S  
*One sem of organic chemistry. Not for credit if had CHE 342.*

Introduction to the chemistry of carbohydrates, lipids, proteins, nucleic acids and enzymes. Brief treatment on vitamins and intermediary metabolism.

**243 BASIC BIOCHEMISTRY LABORATORY** 2 F,S  
*CHE 242 or conc reg. Lecture and laboratory. Locker charge of \$2.*

Introduction to practical biochemical techniques and procedures used in the analysis of biological compounds. Laboratory designed for students in allied health, biology, agriculture, home economics, and nursing and is a supplement of CHE 242.

**280 ENVIRONMENTAL CHEMISTRY** 3 F  
*CHE 141 or 150 and any 200 level chemistry course or cons inst.*

Aquatic, soil, and atmospheric chemistry and the attendant problems of water, soil, and air pollution. Causes of pollutants and methods of analyzing for them.

**290 RESEARCH IN CHEMISTRY** 1-4 F,S  
*19 hours of CHE; cons dept chrp. Only three hrs are applicable towards the maj. May be repeated. Max 6 hrs.*

Development of a better understanding of the significance of research in chemistry through the study of a research problem.

**301 TEACHING OF CHEMISTRY** 3 S  
*20 hrs of CHE. For teaching maj only.*

Modern methods and problems confronting teachers of chemistry. Involves study of CBA, CHEMS, and regular high school chemistry.

**302 INDUSTRIAL CHEMISTRY** 3  
*22 hrs of CHE. Includes trips to industries and research labs.*

Scientific aspects of community and industrial problems.

**308 CHEMICAL LITERATURE** 1  
*20 hrs of CHE.*

Chemical literature in journals, handbooks, abstracts, monographs, and patents. Problems requiring literature searches in all fields of chemistry.

**311 LABORATORY INSTRUMENTATION** 3  
*10 hrs of CHE. Not for credit maj — see CHE 315. Lecture and laboratory. Locker charge of \$2.*

Instruments used in chemical analysis. Applications to qualitative and quantitative analyses.

**315 ANALYTICAL CHEMISTRY** 3 F,S  
*CHE 362 or conc reg or cons inst. Lecture and laboratory. Locker charge of \$2.*

Emphasis on modern instrumental methods of chemical analysis including electroanalytical, optical and chromatographic methods.

**323 QUALITATIVE ORGANIC ANALYSIS** 3 F  
*CHE 233. Lecture and laboratory. Locker charge of \$2.*

Identification of organic compounds with emphasis on modern spectrometric methods.

**325 MODERN METHODS AND TECHNIQUES IN ORGANIC CHEMISTRY 2 or 3**

*CHE 233 or cons dept chrn. Locker charge of \$2.*  
 Modern laboratory techniques associated with synthesis, quantitative analyses, distillations and chromatography. Organic literature searches will be stressed.

**342 GENERAL BIOCHEMISTRY I 3 F,S**

*CHE 232 or one year of organic chemistry. Not for credit if had CHE 242.*

Survey of the chemical and physical properties of amino acids, carbohydrates, lipids and nucleic acids, and structure and function of proteins, including enzyme kinetics.

**343 BIOCHEMISTRY LABORATORY 3**

*CHE 342 or conc reg or CHE 242 and cons inst. Lecture and laboratory. Locker charge of \$2.*

Application of biochemical principles and methods discussed in companion course, CHE 342.

**344 GENERAL BIOCHEMISTRY II 3 F,S**

*CHE 342 or CHE 242 and cons inst.*

A survey of important aspects of intermediary metabolism, metabolic regulation, membrane transport and bioenergetics. Topics will include hormonal controls and immunochemical response.

**350 INORGANIC CHEMISTRY 3 F,S**

*CHE 362 or cons inst.*

Survey of modern inorganic chemistry including structure of inorganic compounds, coordination chemistry, non-aqueous solvents and selected inorganic reactions.

**351 INORGANIC PREPARATIONS 2**

*CHE 350 or conc reg. Locker charge of \$2.*

Preparation of typical inorganic compounds illustrating special and advanced techniques.

**358 RADIOCHEMISTRY 2 F**

*CHE 362.*

Survey of nuclear models, theories, and decay schemes. Application of radiochemical methods to elucidation of reaction mechanisms and molecular structure.

**360 PHYSICAL CHEMISTRY I 3 F,S**

*CHE 141 or 150; PHY 109 or 111; 8 hrs of CHE or*

*PHY courses numbered 200 or higher; MAT 116 or 136.*

First of a series in theoretical chemistry dealing with descriptions of gases, liquids, solutions, thermochemistry, thermodynamics, chemical and phase equilibrium, kinetic theory, and chemical kinetics.

**361 PHYSICAL CHEMISTRY LABORATORY 1 F,S**

*CHE 360 or conc reg. Locker charge of \$2.*

Laboratory applications of principles treated in physical chemistry.

**362 PHYSICAL CHEMISTRY II 3 F,S**

*CHE 360.*

Continuation of CHE 360, including ionic equilibrium, conductance, electromotive force, spectroscopy, molecular theory and miscellaneous applications of quantum theory.

**363 PHYSICAL CHEMISTRY LABORATORY II 1 F,S**

*CHE 362 or conc reg. One three-hour laboratory period per week. Locker charge of \$2.*

Laboratory studies of the derivations and applications of principles treated in physical chemistry.

**380 TOPICS IN CONTEMPORARY CHEMISTRY 1-3**

*Cons inst. May be repeated.*

F,S

New concepts and recent developments in the fields of organic, inorganic, analytical, physical and biochemistry.

## Economics

**Chairperson:** James V. Koch, 338 Schroeder Hall.

**Faculty:** Professors: Firestone, Harden, Hassan, Koch, Laumas, McCarney. Associate Professors: Cebula, Chizmar, Owen, Ramsey. Assistant Professors: Allison, Bender, Birch, Blomquist, Dillingham, Hiebert, Jensen, Mehra, Monson, Norling, Ostrosky, Spencer. Instructors: Barbiero, Bittle, Deloose, Manahan, Ulmer.

## Economics Programs

**Degrees Offered:** B.A., B.S. **Further Information:** Department of Economics. Liberal arts major and minor; Minor only in teacher education available.

### MAJOR IN ECONOMICS

— 27 hours in Economics required.

— Required courses: ECO 100, 101, 130, 131, 340, 341. MAT 115 or 121 may be substituted for ECO 130. BUA 100 may be substituted for ECO 131. Students majoring in Economics may elect a concentration in one of the following three areas in which courses are listed for advising purposes only:

1. \*Business and Government: Required courses above plus BUA 110 and 111, ACC 131 and 132, and ACC 160 or MAT 168.
2. \*Graduate School: Required courses above plus MAT 115, 116, 117, 168, 350, 351; ECO 330, 331, and 333.
3. \*Social Sciences: Required courses above plus 12 hours in the Social Sciences (POS, PSY, SOA) with at least one course from each of these three departments.

### MINOR IN ECONOMICS

— 18 hours in Economics required.

— Required courses: ECO 100, 101.

— MAT 115 or 121 and BUA 100 may be used to meet the requirements of the minor.

A concentration in Quantitative Economics is available to students under the Comprehensive Arts and Sciences major, and under the Contract Major. Courses in this program should include ECO 100, 101, 131, 330, 331, 333, 340, and 341; MAT 115, 116, 117, 175, 231, 350, 351. Interested students may contact the Department Chairperson in either Economics or Mathematics.

## Economics Courses

**100 PRINCIPLES OF ECONOMICS I 3 US-D F,S**

Elements of supply and demand analysis, national income determination, the banking system, fiscal and monetary policy, international finance (or balance of payments problems) and economic growth and development.

**101 PRINCIPLES OF ECONOMICS II 3 US-D F,S**

*ECO 100.*

Foundations of supply and demand, behavior of firms



and taxes on the allocation of resources, the distribution of income, employment, prices and economic growth.

**351 STATE AND LOCAL FINANCE 3 S**  
*ECO 101 or cons inst. Formerly ECO 451.*

Economic impacts of state and local tax and expenditure programs, intergovernmental fiscal relations and problems of metropolitan areas.

**355 ENVIRONMENTAL ECONOMICS 3 S**  
*ECO 101.*

Theoretical and empirical analysis of environmental pollution generation and of corrective policies. Emphasis upon the resource allocation implications of public policy decisions.

**360 QUANTITATIVE ECONOMIC HISTORY 3 S**  
*ECO 101.*

Recent empirical studies and applications of economic theory to historical problems in an American context.

**372 HISTORY OF ECONOMIC THOUGHT 3 S**  
*ECO 101.*

A study of economic analysis from the Mercantilists to the American Institutionalists. Relates earlier schools of thought to the contemporary.

# English

**Chairperson:** Carmen C. Richardson, 409 Stevenson Hall.

**Faculty:** Professors: Bishop, Crowell, Gimmestad, Heissler, Hill, Jochums, Linneman, Ranta, Sutherland, White. Associate Professors: Alexander, Allen, Bellas, I. Brosnahan, L. Brosnahan, Dammers, Drawver, Duncan, K. Easson, R. Easson, Ericksen, C. Harris, Hutton, Kagle, McMahan, Morgan, Renner, Richardson, Tarr, Woodson. Assistant Professors: Albert, Balls, Carr, Cox, Eatherly, Fielding, Funk, Getsi, Grever, Helgeson, Holden, Mentzer, Neuleib, Newby, Nietzke, Parmantie, Pillich, Scrimgeour, Templeton, Werner, Wilcox, Wise. Instructors: Attora, Boaz, Cupps, Davis, Day, Delmar, Feaster, Gorrell, Gratchner, V. Harris, Hogan, Hungerford, Kizer, Kohlmeyer, Littler, McNulty, Moran, Schroeder, Schwab, Walsh.

## English Programs

Degrees Offered: B.A., B.S. Further Information: Department of English. Separate liberal arts and teacher education programs.

**MAJOR IN ENGLISH**

— 36 hours in English required, *exclusive of ENG 101 and courses in the teaching of English (290, 291, 296, 297, 370, 372, 375, 390, 395).*

— Required Courses: ENG 102, 103.

— Suggested program, but not required (student may depart from suggested program by filing a plan of study for approval of the chairperson of the department or designated representative):  
 ENG 102, 103.

12 hours of British Literature, including two courses from each of the following areas: To 1660 — ENG 213, 214, 215, 222, 223, 312, 313, 320, 325.

After 1660 — ENG 216, 217, 218, 219, 317, 324, 327, 386, 387, 388.

6 hours of American Literature, including one course from each of the following areas:

To 1870 — ENG 231, 232.

After 1870 — ENG 233, 234, 235, 236, 336.

12 hours of electives from any of the above courses or from ENG 145, 150, 170, 241, 243, 245, 247, 250, 251, 252, 254, 255, 256, 271, 272, 284, 285, 286, 287, 299, 306, 310, 311, 328, 341, 342, 347, 348, 349, 373, 382, 392, 397, 399. ENG 189, 289, 298, 332, and 389 may be substituted where applicable.

**COMPREHENSIVE ENGLISH EDUCATION MAJOR**

— 54 hours in English required, *exclusive of ENG 101.*

— Required courses: ENG 102, 103, 145, 222 or 223, 241,

243, 291 or 296, or 297, 375.

— 30 hours of electives selected from the following three areas:

Area 1 (12 hours) — English Literature: ENG 213, 214, 215, 216, 217, 218, 219, 222 or 223, 312, 313, 317, 320, 324, 325, 327, 328, 386, 387, 388.

Area 2 (12 hours) — American Literature, World Literature, and Genre: ENG 150, 231, 232, 233, 234, 235, 236, 250, 251, 252, 254, 255, 256, 284, 285, 286, 328, 332, 336, 382.

Area 3 (6 hours) — Language and Children's Literature: ENG 245, 247, 272, 290, 296, or 297, 310, 311, 341, 342, 347, 348, 349, 370, 372, 390, 392, 395; or Journalism: INF 165, 166, 268, 269.

Students must elect at least one 300-level course in addition to 375 and may take no more than three 300-level courses, except with consent of the department chairperson. ENG 189, 289, and 389 may be substituted where applicable.

**MAJOR IN ENGLISH EDUCATION**

— 36 hours in English required, *exclusive of ENG 101.*

— Required courses for certification and accreditation:

6 hours of composition selected from ENG 101, 145, 291, 297, 349, and also 3 hours in grammar, ENG 243; ENG 102, 103; one course in language selected from ENG 241, 245, 310, 311, 341, 342.

— Suggested program, but not required (student may depart from suggested program by filing a plan of study for approval of the chairperson of the department or designated representative):

9 hours of British Literature, with some historical spread selected from ENG 213, 214, 215, 216, 217, 218, 219, 222, 223, 312, 313, 317, 320, 324, 325, 327, 386, 387, 388.

6 hours of American Literature, including one course from each of the following areas:

To 1870 — ENG 231, 232.

After 1870 — ENG 233, 234, 235, 236, 336.

3 hours of World or Children's Literature from ENG 150, 170, 250, 251, 252, 254, 255, 256, 271, 272, 370, 372, 373, 375.

Electives from any of the courses listed above or from ENG 145, 247, 284, 285, 286, 290, 296, 297, 299, 306, 328, 347, 348, 349, 382, 390, 392, 395, 397, 399. ENG 189, 289, 298, 332, and 389 may substitute where applicable.

**MINOR IN ENGLISH**

— 18 hours in English required, *exclusive of ENG 101 and courses in the teaching of English (290, 291, 296, 297, 370, 372, 375, 390, 395).*

— Required courses: ENG 102, 103; at least 6 hours of 200-300 level courses, *exclusive of the courses in teaching of English listed above.*

**MINOR IN ENGLISH EDUCATION**

- 24 hours in English required, *exclusive* of ENG 101.
- Required Courses: ENG 102, 103; 3 hours in composition selected from ENG 145, 291, 297, 349; 3 hours in grammar, ENG 243; at least 6 additional hours of 200-300 level courses.

**Students Planning Graduate Study in English:** Students who plan graduate study in English may find it advisable to take at least one year of foreign language, preferably French or German. Such students may also find it advisable to take a sequence of courses leading to a concentration in literature of England or America, Children's Literature, or professional studies in English. An appropriate program may be planned in consultation with the chairperson of the Department of English.

## English Courses

The courses offered by the Department of English fall into three categories; those for University Studies, those for major and minor fields, and those for specialized aspects in English. English 101 is required of all students for University Studies and it is strongly recommended that students take 101 before taking further courses in English.

- 101 LANGUAGE AND COMPOSITION** 3 US-A F,S  
*Does not count toward a first or second field in English.*

Essentials of college composition: organization, paragraph and sentence structure, proficient use of grammar and mechanics.

- 102 LITERARY ANALYSIS I:**  
**PROSE FICTION** 3 US-B F,S  
*Maj min only. Not for credit if had ENG 105.*

To provide competence in critical reading, knowledge of formal characteristics of novels and short stories, including their development as genres.

- 103 LITERARY ANALYSIS II:**  
**POETRY AND DRAMA** 3 US-B F,S  
*Maj min only. Not for credit if had ENG 104.*

To provide competence in critical reading, knowledge of formal characteristics of various types of poetry and drama, including their development as genres.

- 104 INTRODUCTION TO LITERATURE — POETRY AND DRAMA** 3 US-B F,S  
*Not for credit if had ENG 103.*

Critical and analytical study of the chief literary forms of poetry and drama; written essays.

- 105 INTRODUCTION TO LITERATURE — PROSE FICTION** 3 US-B F,S  
*Not for credit if had ENG 102.*

Critical and analytical study of the chief literary forms of the short story and novel; written essays.

- 106 INTRODUCTION TO LITERATURE — LITERARY THEMES AND TOPICS** 3 US-B F,S  
*Not for credit maj min. May be repeated once if topic and content are different.*

A critical and analytical study of literary works based on a particular theme or topic; written essays.

- 110 MASTERPIECES OF ENGLISH LITERATURE** 3 US-B F,S

A chronological study of the main movements in English literature. Readings of entire works representative of the movements.

- 130 MASTERPIECES OF AMERICAN LITERATURE** 3 US-B F,S

A chronological study of the main movements in American literature. Readings of entire works representative of the movements.

- 145 ADVANCED EXPOSITION** 3 US-A F,S

Extensive writing based on interests of students. One research paper.

- 150 ANCIENT LITERATURE** 3 US-B F,S

Selected readings in ancient Greek, Roman, and Oriental literatures in translation.

- 160 WOMEN IN LITERATURE** 3 US-B F,S

A study of the female experience in imaginative literature — short stories, novels, poetry, and drama — with emphasis on women writers of the 20th century.

- 170 LITERATURE FOR THE ELEMENTARY SCHOOL** 3 F,S  
*Also offered as INF 170.*

Prose and poetry for kindergarten through eighth grade; emphasis on classics, best of the 20th century works, folklore heritage, and mythology.

- 213 MEDIEVAL ENGLISH LITERATURE** 3 US-B

English literature from the 8th to the 15th centuries; readings in Modern English.

- 214 LITERATURE OF THE RENAISSANCE** 3 US-B F

English literature during the 15th and 16th centuries; the dramatic literature exclusive of Shakespeare, prose and poetic writings.

- 215 LITERATURE OF THE SEVENTEENTH CENTURY** 3 US-B S

Prose and verse writers of the 17th century. Chief attention to the Cavalier and Metaphysical poets and major prose works.

- 216 LITERATURE OF THE EIGHTEENTH CENTURY** 3 US-B F

English literature from 1660 to 1780, the Augustan Age. Chief attention to Dryden, Pope, Swift, and Johnson.

- 217 LITERATURE OF THE ROMANTIC PERIOD** 3 US-B F,S

Writers of England, 1780 to 1830 — the Romantic reaction. Chief attention to Wordsworth, Coleridge, Byron, Shelly, Keats, and Scott.

- 218 LITERATURE OF THE VICTORIAN PERIOD** 3 US-B S

Emphasis on the poetry of Tennyson, Browning, Arnold, and the Pre-Raphaelites, with some attention to the chief prose writers of the period.

- 219 CONTEMPORARY ENGLISH LITERATURE** 3 US-B F,S

Major English writers of the 20th century with attention to contemporary trends in thought and expression.

- 222 SHAKESPEARE'S EARLIER WORKS** 3 US-B F,S

*Formerly SHAKESPEARE: COMEDIES AND HISTORIES.*

Selected works through 1600 with emphasis on comedies and histories.

- 223 SHAKESPEARE'S LATER WORKS** 3 US-B F,S

*Formerly SHAKESPEARE: TRAGEDIES.*

Selected plays after 1600 with emphasis on tragedies.

<b>231 AMERICAN LITERATURE:</b> 1607 TO 1830 3 US-B	<b>256 MODERN WORLD LITERATURE II</b> 3 US-B	S
Colonial American writers and Neo-Classicism in America from the beginnings of American literature to Washington Irving.	Foreign literature in translation since 1940.	
<b>232 AMERICAN LITERATURE:</b> 1830 TO 1870 3 US-B F,S	<b>271 LITERATURE FOR LOWER GRADES</b> 3	F,S
The main figures and movements of 19th century American literature. Emphasis on Hawthorne, Melville, Poe, Emerson, and Whitman.	<i>Also offered as INF 271. Does not repeat materials of INF 170 or ENG 170.</i>	
<b>233 AMERICAN LITERATURE:</b> 1870 TO 1920 3 US-B F,S	Wide reading in variety of books available for kindergarten and primary grades, criteria for book selection, development of literature programs.	
The rise of realism and naturalism in America. Emphasis on Crane, Norris, James, Howells, Dreiser, and the chief poetic movements.	<b>272 LITERATURE FOR UPPER GRADES</b> 3	F,S
<b>234 AMERICAN LITERATURE:</b> 1920 TO 1945 3 US-B F,S	<i>Also offered as INF 272. Does not repeat materials of INF 170 or ENG 170.</i>	
Trends in American literature between the World Wars. Emphasis on Eliot, Hemingway, Faulkner, and their contemporaries.	Wide reading in variety of books available for grades four through eight, criteria for book selection, development of literature programs.	
<b>235 AFRO-AMERICAN LITERATURE</b> 3 US-B	<b>284 THE POEM</b> 3 US-B	
A study of the contributions to American literature by representative Black authors, with emphasis on the 20th century.	Study of poetics, poetic theory, explication techniques, and of various schools of poetic thought. In translation when necessary.	
<b>236 AMERICAN LITERATURE:</b> 1945 TO THE PRESENT 3 US-B F,S	<b>285 THE DRAMA</b> 3 US-B	F,S
Present-day trends in American literature.	Major plays representing significant developments in the theater with attention to leading theories of dramatic criticism.	
<b>241 GROWTH AND STRUCTURE OF THE ENGLISH LANGUAGE</b> 3 US-A F,S	<b>286 THE NOVEL</b> 3 US-B F,S	
An introduction to the history of English designed to help students understand language change and the state of contemporary English.	The novel in English with emphasis on the 19th and 20th centuries.	
<b>243 TRADITIONAL AND NON-TRADITIONAL GRAMMARS</b> 3 US-A F,S	<b>290 LANGUAGE ARTS FOR THE ELEMENTARY SCHOOL</b> 3 F,S	
Study of the various grammatical descriptions of English: traditional, structural, and transformational-generative systems.	Guidance in devising experiences in thinking, listening, speaking, writing; ways of improving vocabularies, usage, spelling, mechanics, introduction to linguistics.	
<b>245 GENERAL SEMANTICS</b> 3 US-A F,S	<b>296 LITERATURE IN THE SECONDARY SCHOOL</b> 3 F,S	
The nature of meaning and the functions of language.	The teaching of literature for use in the junior and senior high school.	
<b>247 CREATIVE WRITING</b> 3 US-A F,S	<b>297 LANGUAGE AND COMPOSITION IN THE SECONDARY SCHOOL</b> 3 F,S	
Opportunity for creative writing of various kinds, as narrative, drama and verse, determined largely by each student's individual interest.	The teaching of oral and written composition in the junior and senior high school.	
<b>250 LITERATURE OF THE BIBLE I</b> 3 US-B F	<b>298 SEMINAR</b> 3	
Major ideas and literary forms of the Old Testament.	Intensive study of a genre, topic, group of authors, or single major writer in English or American Literature.	
<b>251 LITERATURE OF THE BIBLE II</b> 3 US-B S	<b>299 INDEPENDENT HONOR STUDY</b> 1-6 <i>Cons inst, dept chrpn and dir of Honors.</i>	
Major ideas and literary forms of the Apocrypha and the New Testament.	Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report and/or examination. Open only to resident students who have achieved superior academic records and who have demonstrated ability to profit from independent study. A maximum of six hours of credit in independent study may be applied toward graduation.	
<b>252 EUROPEAN LITERATURE</b> TO 1700 3 US-B	<b>306 REGIONAL AND AREA STUDIES</b> 1-9 US-E <i>May be given in cooperation with other departments.</i>	
Chief movements and works of Continental European literature from the Middle Ages to the Renaissance. Readings in translation.	Intensive study of particular lands, environments, cultures, literatures, and peoples.	
<b>254 EUROPEAN LITERATURE:</b> 1700 TO 1850 3 US-B	<b>307 MULTI-DISCIPLINARY SEMINAR</b> 3 <i>Formerly ENG 398.</i>	
Main movements of Continental European literature from the Renaissance to modern times. Readings in translation.	Intensive study in subject matter which crosses disciplinary lines, to be offered by two or more departments.	
<b>255 MODERN WORLD LITERATURE I</b> 3 US-B F		
Foreign literature in translation from 1850-1940.		

**310 HISTORY AND DEVELOPMENT OF THE ENGLISH LANGUAGE 3**

Development of the English language from the Old English period to the present, with attention to operational structures of contemporary English.

**311 INTRODUCTION TO OLD ENGLISH 3**

The elements of Old English grammar, with selected readings in Old English literature.

**312 BEOWULF AND OTHER OLD ENGLISH POEMS 3**

*ENG 311 or cons inst.*

*Beowulf* and other Old English poetry in Old English with discussion of forms, types, and characteristics.

**313 MIDDLE ENGLISH LANGUAGE AND LITERATURE 3**

Introduction to Middle English language and literature (1100-1500) with selected readings in the five major dialects of Middle English, excluding Chaucer.

**317 VICTORIAN PROSE 3**

Major non-fiction prose writers of the period 1832-1901, such as Carlyle, Mill, Newman, Ruskin, Arnold, Huxley, and Pater.

**320 CHAUCER 3**

Literary and linguistic study of the major works of Chaucer; text in Middle English.

**324 MILTON 3**

Major poetry and prose of John Milton; special attention to *Paradise Lost*.

**325 ENGLISH DRAMA BEFORE 1642 3**

English drama, excluding Shakespeare, from its beginning to the closing of the theaters; such authors as Marlowe, Jonson, Webster.

**327 RESTORATION AND EIGHTEENTH-CENTURY DRAMA 3**

English drama from 1660 to 1800, including such playwrights as Dryden, Wycherley, Congreve, Goldsmith, and Sheridan.

**328 MODERN BRITISH AND AMERICAN DRAMA 3**

20th-century British and American drama and related criticism; such playwrights as Shaw, O'Neill, Williams, Albee, Pinter, and Beckett.

**332 SELECTED FIGURES IN AMERICAN LITERATURE 3 F,S**

*May be repeated if content different.*

Study of important literary figures, genres, or movements.

**336 THE AMERICAN NOVEL 3 F,S**

Historical survey of major American novelists, including such authors as Hawthorne, Melville, Clemens, Crane, Hemingway, Faulkner, and Barth.

**341 INTRODUCTION TO DESCRIPTIVE LINGUISTICS 3**

Aims and methods of linguistic science. Nature and functions of language: phonology, morphology, syntax, dialectology. Relationship of language to culture.

**342 INTRODUCTION TO HISTORICAL LINGUISTICS 3**

*ENG 341 or cons inst.*

Historical comparative linguistics concentrating on the Indo-European family. Causes and types of linguistic change.

**347 ADVANCED CREATIVE WRITING •3**

F,S

*ENG 247 or cons inst.*

Workshop format for individual projects, usually the writing of a series of poems or group of short stories.

**348 PLAYWRITING 3**

*Also offered as THE 348.*

Playwriting techniques of selected masters with practical application of techniques in writing original plays.

**349 TECHNICAL WRITING 3**

F,S

*ENG 101 or cons inst. Also offered as IT 349.*

Instruction and practice in the forms and techniques of technical writing, adapted wherever possible to the professional interests of the student.

**365 MINORITY LITERATURE 3 S**

20th century literature written by American ethnic minorities. Study of literary figures, genres, movements and thematic conceptions.

**370 STUDIES IN THE HISTORY OF LITERATURE FOR YOUNG PEOPLE 3**

*ENG 170 or cons inst. May be repeated if content different.*

Advanced critical, chronological examination of literature for children and adolescents from folklore origins to 1900.

**372 STUDIES IN CONTEMPORARY LITERATURE FOR YOUNG PEOPLE 3**

*ENG 170 or cons inst. May be repeated if content different.*

A problem-centered course, emphasizing trends and research related to recent literature for children and adolescents.

**373 VERSE FOR CHILDREN 3**

*ENG 170 and either 271 or 272, or cons inst. Formerly ENG 273.*

Verse for use in kindergarten through grade eight, including various categories, elements, and well-known poets in the field.

**375 STUDIES IN LITERATURE FOR ADOLESCENTS 3**

*May be repeated if content different.*

Advanced critical examination of literature for grades seven through twelve with emphasis on trends and research.

**382 LITERARY CRITICISM 3**

Historical survey of selected great texts in literary and critical theory from Plato to Northrop Frye.

**386 THE EIGHTEENTH-CENTURY ENGLISH NOVEL 3**

The English novel from its origins through the 18th century, including such writers as Richardson, Fielding, Smollett, and Sterne.

**387 THE NINETEENTH-CENTURY ENGLISH NOVEL 3**

The English novel between 1800 and 1900, treating such writers as Austen, Thackeray, Dickens, Eliot, and Hardy.

**388 THE TWENTIETH-CENTURY ENGLISH NOVEL 3**

The English novel since 1900, treating such writers as Bennett, Lawrence, Woolf, Joyce, and Greene.

**390 RECENT RESEARCH IN THE  
TEACHING OF  
LANGUAGE ARTS 3**

ENG 290 or equiv or cons inst.

Critical study of current practice and research in the teaching of the language arts in the elementary school.

**392 MODERN THEORIES OF  
RHETORIC 3**

Study of the principles of rhetoric to serve as basis for understanding contemporary rhetorical theories.

**395 PROBLEMS IN THE TEACHING  
OF ENGLISH 3***Experience in teaching (student teaching acceptable) or ENG 296 or ENG 297.*

Examination of theory and practice in the teaching of language, literature, and composition at the secondary and community college levels.

**397 RESEARCH SEMINAR 3**

Introduction to bibliography, methods of research, critical evaluation of scholarship, and applied literary criticism.

# Foreign Languages

**Chairperson:** Richard O. Whitcomb, 425 Sevenson Hall.**Faculty:** Professors: Comfort, Kuhn, Laurenti, D. Parent, Parker, Rodriguez, Tarrant, Whitcomb. Associate Professors: Ferguson, Foreman, Fritzen, Fuehrer, Hutter, Perry. Assistant Professors: Allard, Balkema, Cradler, Kellams, Kennedy, Martinez, McCarthy, Petrossian, Pfabel, Roussey. Instructors: Gaigalas, Huffman, A. Parent.

## French Programs

Degrees Offered: B.A., B.S. Further Information: Department of Foreign Languages. Separate liberal arts and teacher education programs.

**MAJOR IN FRENCH**

— 33 hours in French required.

— Required courses: French 111, 112, 115, 116, 221, 222, 231. French 203 does not count toward this major.

**MAJOR IN FRENCH EDUCATION**

— 37 hours in French required.

— Required courses: French 111, 112, 115, 116, 204, 231.

**MINOR IN FRENCH**

— 25 hours in French required.

— Required courses: French 111, 112, 115, 116, 231. French 203 does not count toward this minor.

**MINOR IN FRENCH EDUCATION**

— 25 hours in French required.

— Required courses: French 111, 112, 115, 116, 204, 231.

## German Programs

Degree Offered: B.A. Further Information: Department of Foreign Languages. Separate liberal arts and teacher education programs.

**MAJOR IN GERMAN**

— 33 hours in German required.

— Required courses: German 111, 112, 115, 116, 213, 221, 222.

**MAJOR IN GERMAN EDUCATION**

— 37 hours in German required.

— Required courses: German 111, 112, 115, 116, 204, 213.

**MINOR IN GERMAN**

— 25 hours in German required.

— Required courses: German 111, 112, 115, 116, 213.

**MINOR IN GERMAN EDUCATION**

— 25 hours in German required.

— Required courses: German 111, 112, 115, 116, 204, 213.

## Latin Programs

No major offered. Further Information: Department of Foreign Languages. Separate liberal arts and teacher education programs.

**MINOR IN LATIN**

— 25 hours in Latin required.

— Required courses: Latin 115, 116, 201, 202, 215.

**MINOR IN LATIN EDUCATION**

— 25 hours in Latin required.

— Required courses: Latin 115, 116, 201, 202, 204, 215.

## Russian Programs

Degree Offered: B.A. Further Information: Department of Foreign Languages. Identical liberal arts and teacher education programs, except that FOR 204 is required in the teacher education program.

**MAJOR IN RUSSIAN STUDIES**

— 33 hours selected from among Russian courses offered in Foreign Languages and selected Geography, History, and/or Political Science courses.

— Required courses: Russian 111, 112, 115, 116 and electives to complete 33 hours selected from among other Russian courses and GEO 245; HIS 233, 234, 366; POS 242, 263, 354; including at least two courses from among GEO, HIS, and POS courses listed.

**MINOR IN RUSSIAN**

— 25 hours in Russian required.

— Required courses: Russian 111, 112, 115, 116, 231.

## Spanish Programs

Degrees Offered: B.A., B.S. Further Information: Department of Foreign Languages. Separate liberal arts and teacher education programs.

**MAJOR IN SPANISH**

— 33 hours in Spanish required.

— Required courses: Spanish 111, 112, 115, 116, 211, 216, 221, 222 or 242, 231. Spanish 203 does not count toward this major.

**MAJOR IN SPANISH EDUCATION**

— 37 hours in Spanish required.

— Required courses: Spanish 111, 112, 115, 116, 204, 231.

**MINOR IN SPANISH**

— 25 hours in Spanish required.

— Required courses: Spanish 111, 112, 115, 116, 211, 231. Spanish 203 does not count toward this minor.

**MINOR IN SPANISH EDUCATION**

— 25 hours in Spanish required.

— Required courses: Spanish 111, 112, 115, 116, 204, 231.

# Foreign Language Courses

Students who have had no previous instruction in foreign language enroll in the course numbered 111 (French, German, Latin, Russian, Spanish). Students who have had one, two, or three years of a language in high school may enroll without examination in 112, 115, or 116, respectively. Students who have completed successfully four years of work in a foreign language in high school should consult with the chairperson of the Department of Foreign Languages to determine proper placement.

The Department of Foreign Languages reserves the right to examine transfer students as to their ability to carry courses numbered in the 300's.

## General Courses

### 204 FOREIGN LANGUAGE TEACHING IN THE SECONDARY

SCHOOL 1-3

F,S

*Two 200-level FOR courses.*

Concepts and methods. Preparation of audio-lingual exercises, including pattern drills, on tapes for language laboratory use. Lesson plan and testing. Operation and management of a foreign language laboratory. Sources and uses of teaching aids, such as filmstrips, films, charts, and maps. Lectures, discussions, individual projects, and observation of classes.

### 300 RESEARCH IN FOREIGN

LANGUAGES 1-3

F,S

*Cons dept chrpn.*

Supervised work in a foreign literature, in comparative language studies, or in educational materials for foreign language laboratory. Assignments will depend on the preparation and interest of the student.

## Classics Courses

### 101 GREEK AND LATIN FOR VOCABULARY

BUILDING 3 US-A

F

*Formerly GREEK AND LATIN IN EVERYDAY  
USE.*

The history of the Latin and Greek elements in English, study of the roots, prefixes, and suffixes derived from Latin and Greek to enable the student to increase his active and passive vocabulary and to enable him to determine the meanings of new words that he hears or reads. Some treatment of the subject of semantics as it applies to the Latin and Greek elements in English. A consideration of the technical vocabulary of the sciences according to the interests of the class.

### 105 CLASSICAL

MYTHOLOGY 3 US-B

F,S

*Formerly CLASSICAL MYTHOLOGY AND ITS  
INFLUENCE.*

The major myths; their nature, origins, interpretations, influence, relevance, and use in the modern world. Designed to enable the student to understand and appreciate the use of classical mythology in literature, art, and music.

## Greek Courses

### 111 and 112 CLASSICAL

GREEK 4 ea US-A

The Greek alphabet, pronunciation, essentials of grammar, translation or reading material of graded difficulty,

exercises in writing Classical Greek, consideration of the Greek element in English.

## Latin Courses

### 111 and 112 FIRST-YEAR

LATIN 4 ea US-A

Pronunciation; essentials of grammar; reading graded material; exercises in writing easy Latin; consideration of the Latin element in English.

### 115 INTERMEDIATE

LATIN 4 US-A

*LAT 112, or two yrs HS LAT, or cons dept chrpn.*

Review of Latin fundamentals. Practice in writing simple Latin. Reading beginning with graded Latin selections and progressing to selections from Cicero's orations.

### 116 VERGIL 4 US-A

*LAT 115 or three yrs HS LAT.*

Aeneid, Books I-VI: The purpose, sources, merits and fame of the Aeneid, and its references to other classic epics; poetical syntax, figures of speech prosody, and mythology in the Aeneid.

### 201 and 202 SURVEY OF LATIN

LITERATURE 4 ea US-B

*LAT 116 or three yrs HS LAT.*

Introduction to the history and development of Latin literature. Translation of representative selections from the works of the most important authors of the Republic and Empire.

### 211 CICERO'S ESSAYS 3 US-B

Reading of selections from Cicero's philosophical essays. An appreciation of these essays as literary masterpieces, both in style and thought. Discussion of the treatment of the same themes by other writers, ancient and modern.

### 212 PLAUTUS AND TERENCE 3 US-B

Intensive reading of at least three plays of Plautus and Terence and a recognition of the importance of these plays as examples of Roman dramatic art. Peculiarities of meter, style and syntax. Special readings on the history of the theater, the development of the Roman drama, and the influence of Plautus and Terence on later drama.

### 215 LATIN PROSE COMPOSITION 2

Systematic review of Latin inflections and syntax with written and oral exercises in the use of Latin constructions. Some practice in writing connected discourse based on Latin authors.

### 226 ROMAN CIVILIZATION 2

*Course not offered currently.*

### 231 OVID, METAMORPHOSSES 3 US-B S

Translation, scansion, and reading of the passages most helpful to the teacher of Latin.

### 232 SELECTIONS FROM CAESAR'S GALLIC WARS 3 US-B

Selections of historical importance from Caesar. Emphasis on problems connected with the reading and translation of Latin; a thorough review of Latin forms and syntax.

### 234 LIVY 3 US-B

Selections from Livy's History of Rome. Study of some of the most important phases of the history of the Roman people. Livy as an historian and writer.

### 315 HORACE: ODES

AND EPODES 3

*Course not offered currently.*

<b>316 ROMAN SATIRE</b>	<b>3</b>	
<i>Course not offered currently.</i>		
<b>318 TACITUS</b>	<b>2</b>	
<i>Course not offered currently.</i>		
<b>319 SELECTIONS FROM THE LETTERS OF CICERO</b>	<b>2</b>	
<i>Course not offered currently.</i>		
<b>320 SELECTIONS FROM THE LETTERS OF PLINY</b>	<b>2</b>	
<i>Course not offered currently.</i>		
<b>385 SELECTED TOPICS IN LATIN LITERATURE</b>	<b>3</b>	
<i>Course not offered currently.</i>		

## French Courses

<b>111 and 112 FIRST-YEAR FRENCH</b>	<b>4 ea</b>	<b>US-A</b>	<b>F,S</b>
<i>Not rec if student had two yrs of HS FR.</i>			

Pronunciation; essentials of grammar; exercises in hearing, speaking and writing French; reading material of graded difficulty.

<b>113 FRENCH CONVERSATIONAL PRACTICE</b>	<b>2</b>	<b>US-A</b>	<b>F,S</b>
<i>FR 112 or cons dept chrpn. Not for credit for FR 200 level students.</i>			

Intermediate level conversational practice. Exercises to improve diction, pronunciation, intonation and comprehension.

<b>114 FRENCH COMPOSITION PRACTICE</b>	<b>2</b>	<b>US-A</b>	<b>F,S</b>
<i>FR 112 or cons dept chrpn. Not for credit for FR 200 level students.</i>			

Intermediate level composition practice, including translation and grammar exercises.

<b>115 and 116 SECOND-YEAR FRENCH</b>	<b>4 ea</b>	<b>US-A</b>	<b>F,S</b>
<i>FR 112 or two yrs HS FR.</i>			

Class reading of short stories, plays, and essays. Grammar review, oral and written composition.

<b>203 FRENCH FOR THE ELEMENTARY SCHOOL</b>	<b>3</b>		<b>S</b>
<i>FR 116. Not for credit maj min.</i>			

Practical exercises in the preparation and the use of classroom materials. For Resource Persons in Elementary Education.

<b>211 MODERN FRENCH NOVEL</b>	<b>3</b>	<b>US-B</b>	<b>F,S</b>
<i>FR 116.</i>			

Class and collateral reading of the novel of the 19th and 20th centuries.

<b>216 MODERN FRENCH DRAMA</b>	<b>3</b>	<b>US-B</b>	<b>F,S</b>
<i>FR 116.</i>			

Class and collateral reading of the drama of the 19th and 20th centuries.

<b>217 FRENCH CIVILIZATION</b>	<b>3</b>		<b>F,S</b>
<i>FR 116.</i>			

French people and institutions as background for the French teacher.

<b>221, 222, and 223 SURVEY OF FRENCH LITERATURE</b>	<b>3 ea</b>	<b>US-B</b>	<b>F,S</b>
<i>FR 116.</i>			

French literature from the 17th century to the present.

<b>231 ADVANCED FRENCH COMPOSITION AND CONVERSATION</b>	<b>2</b>		<b>F,S</b>
<i>FR 116.</i>			

Reading of short excerpts from modern writers; written and oral composition; dictation and memorizing of short passages.

<b>301 FRENCH ROMANTICISM</b>	<b>3</b>		
<i>Reading of poetry, novels, plays, criticism, stories, and history.</i>			

<b>302 FRENCH CLASSICISM</b>	<b>3</b>		
<i>Reading of plays by Corneille, Racine and Moliere, and selections from other 17th century writers.</i>			

<b>309 FRENCH PHONETICS</b>	<b>2</b>		<b>F,S</b>
<i>A scientific approach to French pronunciation. Correct formation of French sounds, practical application of the theory of phonetics to teaching.</i>			

<b>316 FRENCH LITERATURE OF THE SIXTEENTH CENTURY</b>	<b>3</b>		<b>S</b>
<i>Analysis of the Renaissance as it expressed itself in the leading writers of France in the 16th century.</i>			

<b>318 MOLIERE</b>	<b>3</b>		<b>F</b>
<i>Major comedies of Moliere.</i>			

<b>322 FRENCH LITERATURE OF THE MIDDLE AGES</b>	<b>3</b>		
<i>Formerly LE MOYEN AGE.</i>			

A study of medieval French literature in modern French translation.

<b>332 FRENCH LYRIC POETRY</b>	<b>2</b>	<b>US-B</b>	
<i>Reading of French lyrics from the 16th century to the present; study of the schools of poetry; explication de texte. Oral reading.</i>			

<b>385 SELECTED TOPICS IN FRENCH LITERATURE</b>	<b>3</b>		<b>F,S</b>
<i>May be repeated if content different.</i>			

Intensive study of a genre, group of authors or a single major writer in French literature. This study varies each semester.

## German Courses

<b>111 and 112 FIRST-YEAR GERMAN</b>	<b>4 ea</b>	<b>US-A</b>	<b>F,S</b>
<i>Not rec if student had two yrs HS GER. Not for credit if had GER 113 except cons dept chrpn.</i>			

Pronunciation, essentials of grammar, reading materials of graded difficulty, oral and written exercises.

<b>113 ELEMENTARY GERMAN COMPOSITION AND CONVERSATION</b>	<b>2</b>	<b>US-A</b>	<b>F,S</b>
<i>GER 112 or cons dept chrpn. Conc reg with GER 115 and 116 acceptable.</i>			

Oral and written exercises and short discussions leading to a command of elementary, idiomatic German.

<b>115 and 116 SECOND-YEAR GERMAN</b>	<b>4 ea</b>	<b>US-A</b>	<b>F,S</b>
<i>GER 112 or two yrs HS GER.</i>			

Class reading of short stories, plays and essays. Grammar review, oral and written composition.

<b>118 SCIENTIFIC GERMAN</b>	<b>4</b>		
<i>GER 115 or cons dept chrpn.</i>			

Analytical approach to basic translation skills. Development of a scientific vocabulary and interpretation of German scientific literature with aid of a dictionary.

**211 GERMAN NOVELLE** 3 US-B F  
*GER 116 or cons dept chrpn.*

Reading and discussion of representative German Novellen.

**213 INTERMEDIATE GERMAN COMPOSITION AND CONVERSATION** 3 F,S  
*GER 116 or cons dept chrpn.*

Continued intensification of writing and speaking skills; vocabulary building and conversation, with emphasis on idiomatic expressions.

**214 GERMAN CONVERSATION PRACTICE** 2 F,S  
*GER 113 and 116 or cons dept chrpn.*

Improvement of active command of previously learned skills, including diction, pronunciation, comprehension capacity.

**216 GERMAN DRAMA** 3 US-B  
*GER 116 or cons dept chrpn.*

Lectures, reading, and discussion of representative works of outstanding German, Austrian and Swiss dramatists.

**217 GERMAN CULTURE AND CIVILIZATION** 3 S  
*GER 116 or cons dept chrpn.*

An overview of German culture from the beginning to World War I, as derived from selected readings and class discussions.

**218 GERMANY TODAY** 3 F  
*GER 116 or cons dept chrpn.*

A study of the German scene since World War I, as reflected in essays and articles of representative authors. Strongly recommended for teaching majors.

**221 SURVEY OF GERMAN LITERATURE I** 3 US-B  
*GER 116 or cons dept chrpn.*

Reading and discussion of representative works of the most important authors from the 8th century to circa 1770.

**222 SURVEY OF GERMAN LITERATURE II** 3 US-B  
*GER 116 or cons dept chrpn.*

Reading and discussion of representative works of the most important authors from the early 19th century to the present.

**223 GERMAN PROSE OF THE TWENTIETH CENTURY** 2 US-B  
*GER 116 or cons dept chrpn.*

Reading and discussions of and individual reports on novels and short stories, particularly those of Hesse, Musil, and Mann.

**302 GOETHE** 3  
*Two crses beyond GER 116.*

Reading and discussion of a number of major works, with emphasis on the drama.

**303 SCHILLER** 3  
*Two crses beyond GER 116.*

Reading and discussion of a number of major works, with emphasis on the drama.

**309 GERMAN PHONETICS** 2  
*Two crses in GER lit.*

Scientific approach to German pronunciation; correct formation of German sounds, practical application of theory of phonetics to teaching.

**313 ADVANCED GERMAN COMPOSITION AND CONVERSATION** 2  
*GER 213 or cons dept chrpn.*

Free discussion of topics of contemporary interest; oral and written themes based on the class discussions.

**318 GOETHE'S FAUST** 3  
*Two crses beyond GER 116.*

Critical study of Parts I and II of *Faust* as an expression of Goethe's philosophy. Lectures, readings, and reports.

**332 GERMAN LYRIC POETRY** 2  
*GER 116 or cons dept chrpn.*

Reading and interpretation of German lyric poetry from 800 A.D. to the present.

**385 SELECTED TOPICS IN GERMAN LITERATURE** 3  
*Two crses in GER lit. May be repeated if content different.*

Intensive study of a genre, group of authors, or a single major writer in German literature.

## Italian Courses

**111 and 112 FIRST-YEAR ITALIAN** 4 ea US-A

Pronunciation; essentials of grammar; exercises in comprehending, speaking, and reading material of graded difficulty.

## Portuguese Courses

**111 and 112 FIRST-YEAR PORTUGUESE** 4 ea US-A

Pronunciation; essentials of grammar; exercises in hearing, speaking, and writing simple Portuguese, reading of graded material.

## Russian Courses

**111 and 112 FIRST-YEAR RUSSIAN** 4 ea US-A F,S

Pronunciation and essentials of grammar. Emphasis placed on speaking and listening, with some reading and writing.

**115 and 116 SECOND-YEAR RUSSIAN** 4 ea US-A F,S  
*RUS 112 or two yrs HS RUS.*

A continuation of RUS 112 with more advanced reading, writing and speaking.

**217 RUSSIAN CIVILIZATION** 3  
*RUS 116.*

Reading of essays concerning Russian history, culture, and contemporary Soviet life.

**221 and 222 READINGS IN RUSSIAN LITERATURE** 3 ea US-B

*RUS 116.*  
Class and collateral readings of the most important Russian authors.

**231 RUSSIAN CONVERSATION AND COMPOSITION** 2 F  
*RUS 116.*

Written and oral composition; conversation designed to build vocabulary and improve pronunciation.

**285 SELECTED STUDIES IN RUSSIAN LITERATURE** 3 US-B F,S  
*May be repeated if content different.*

Intensive study of a genre, group of authors or a single major writer in Russian literature. The field of study will vary each semester.

**290 ADVANCED RUSSIAN****SYNTAX 3***One 200 level RUS crse, Jr or Sr standing, cons inst.*

Advanced treatment of Russian grammar; grammatical exercises; free and directed composition in Russian.

**Spanish Courses****111 and 112 FIRST-YEAR****SPANISH 4 ea US-A****F,S***Not rec if student had two yrs HS SPA.*

Fundamentals of grammar. Practice in speaking, understanding, reading and writing Spanish.

**114 ELEMENTARY SPANISH****COMPOSITION AND****CONVERSATION 2 US-A****F,S***Not recommended for adv students.*

Conversational practice with exercises in elementary composition.

**115 SECOND-YEAR****SPANISH 4 US-A****F,S***SPA 111 and 112 or three yrs HS SPA. May be reg conc with SPA 116.*

Extensive reading and discussion of modern Hispanic short stories..

**116 SECOND-YEAR****SPANISH 4 US-A****F,S***SPA 111 and 112 or three yrs HS SPA. May be reg conc with SPA 115.*

Review of Spanish grammar.

**203 SPANISH FOR THE****ELEMENTARY SCHOOL 3****S***SPA 116, cons dept chrpn. Not for credit maj min.*

Teaching techniques for the elementary school. Resource requirement.

**211 MODERN SPANISH****NOVEL 3 US-B****F,S**

Class and collateral reading of representative Spanish and Spanish American novelists of the 19th century.

**216 MODERN SPANISH****DRAMA 3 US-B****F,S**

Reading and class discussion of representative Hispanic dramatists of the 19th and 20th centuries.

**217 CIVILIZACION****ESPAÑOLA 2 US-B****F,S**

Spanish customs and institutions in their historical perspective.

**218 CIVILIZACION****HISPANOAMERICANA 2 US-B****F,S**

Cultural life and customs of Spanish-speaking countries in the Americas.

**221 and 222 SURVEY OF SPANISH****LITERATURE 3 ea US-B****F,S**

Reading and class discussion of representative Hispanic writers of the 16th and 17th centuries, and of the 18th and 19th centuries.

**231 ADVANCED SPANISH****COMPOSITION AND****CONVERSATION 2****F,S***SPA 116.*

Composition and conversation based on modern Spanish prose with special attention to idioms and the finer points of grammar.

**242 SURVEY OF SPANISH-AMERICAN****LITERATURE 3 US-B****S**

Introduction to the works of Spanish-American authors with emphasis on the 19th and 20th centuries.

**304 LA CIVILIZACION****MEXICANA 2****F,S**

A study of the formation of the Mexican nation. A consideration of the development of their attitudes and traditions.

**309 SPANISH PHONETICS 3****F**

Learning, using and teaching correct Spanish pronunciation, stress and intonation.

**310 SPANISH SYNTAX 3****S**

A systematic and thorough study of the fundamental points of Spanish grammar and composition.

**320 METHODS OF TEACHING****HIGH SCHOOL SPANISH 2****F,S**

Methods of teaching Spanish in the secondary school. Special emphasis is given to audio-lingual techniques.

**331 and 332 SPANISH-AMERICAN****LITERATURE 3 ea****F,S**

From the colonial period through realism, and from modernism to the present.

**335 MEXICAN****LITERATURE 2****F,S**

A survey of Mexican literature and its literary background from its beginnings to the present.

**372 SPANISH DRAMA OF THE****GOLDEN AGE 3**

Class and collateral reading of selected plays from the great dramatists of Spain's Golden Age.

**385 SELECTED TOPICS IN****SPANISH LITERATURE 3****F,S***May be repeated if content different.**Intensive study of a genre, movement, author or work. This study varies each semester.*

# Geography-Geology

**Chairperson:** John E. Trotter, 406 Schroeder Hall.**Faculty:** Professors: Calef, Mattingly, Miller, Patterson, Schmidt, Searight, Shuman, Trotter. Associate Professor: Hart. Assistant Professors: Aspbury, Hannemann, Johnson, Kirchner, Neale, Nelson, Sublett, Walters. Instructors: Cox, Meador.

## Geography Programs

Degree Offered: B.A., B.S. Further Information: Department of Geography-Geology. Identical liberal arts and teacher education programs.

**MAJOR IN GEOGRAPHY**

— 32 hours in Geography required. Student program must be planned in consultation with an adviser. Geology 175 and 380 only may count toward major.

— Required courses: GEO 100, 135, 300, 315, and the courses specified from the three groups below.

- Physical Geography:** at least two courses from among GEO 110, 175, 200, 202, 340, 380.
- Human Geography:** at least two courses from among GEO 150, 205, 208, 210, 320, 325, 330, 335, 336, 337, 338, 345.

## 82 Geography-Geology Programs, Geography Courses

3. **Regional Geography:** at least one course from among GEO 215, 220, 225, 230, 240, 245, 250, 255, 260, 306.

### MINOR IN GEOGRAPHY

- 22 hours in Geography required. Geology 175 and 380 only may count toward minor.  
— Required courses: GEO 100, 135, at least one course selected from among each of the three groups listed under the major, and at least one course from among GEO 300, 305, 308, 310, 315.

## Geology Programs

Degrees Offered: B.A., B.S. Further Information: Department of Geography-Geology. Liberal arts program only; no teacher education program available.

### MAJOR IN GEOLOGY

- 37 hours in Geology required.  
— Required courses: GEO 175, 180, 280, 285, 290, 395 or an equivalent accredited summer field course.  
— Recommended courses in BSC, CHE, PHY, and MAT should be selected according to the student's area of interest in consultation with an academic adviser.

### MINOR IN GEOLOGY

- 22 hours in Geology required.  
— Required courses: GEO 175, 180, 290.

## Geography Courses

### 100 INTRODUCTION TO EARTH

SCIENCE 3 US-C

F,S

Spatial distributions, associations, and processes of the natural environment: Landforms, climate, soils, vegetation.

110 WEATHER 2 US-C

F,S

Weather elements, processes, and types. Significance of these in weather observation, analysis, charting, and forecasting.

135 WORLD GEOGRAPHY 3 US-D F,S

Cultural regions and spatial distribution of peoples, languages, religions, economic activities and settlement patterns of the world.

145 MAPS AND MAP READING 3 F,S

Fundamental map concepts and conventions. The major types of maps and how to read them, and the use of maps in education.

150 ECONOMIC  
GEOGRAPHY 3 US-D F,S

Spatial distribution of a variety of activities related to production, exchange, and consumption of goods and services.

200 CLIMATE 2 US-C  
*GEO 110.*

F,S

Climatic elements and controls. Classification of climates, climatic types and world climatic regions.

202 GEOGRAPHY OF SOILS 3 US-C S

The major soil groups; pedogenesis, characteristics, and classification. Distribution and importance of major soil groups in the world.

205 CONSERVATION AND MANAGEMENT  
OF NATURAL RESOURCES AND  
THE ENVIRONMENT 3 US-D F,S

Policies, procedures, and problems in the management and use of our natural environment and life-supporting

resources. Problem perception, decision-making processes, and political and cultural factors in the management of our resources.

208 POLITICAL GEOGRAPHY 3 US-D S

Introduction to the field of political geography. Emphasis on spatial patterns of political activity.

210 HISTORICAL

GEOGRAPHY 2 US-D

F

Introduction to the field of historical geography with emphasis on analysis and reconstruction of past geographies.

215 GEOGRAPHY OF THE UNITED  
STATES 3 US-D

F,S

Major regions of the United States in terms of contemporary physical, cultural, and natural resource patterns.

220 GEOGRAPHY OF

ILLINOIS 2 US-D

F,S

*Field trips included.*

Physical environment and patterns of human occupancy including agriculture, industry, transportation, and utilization of mineral resources.

225 GEOGRAPHY OF

CANADA 3 US-D

F

Natural regions, resources, economic activities, settlement patterns, interregional and international relations.

230 GEOGRAPHY OF LATIN

AMERICA 3 US-D

S

Regional analysis of the major political units; emphasis on physical, cultural, and economic characteristics.

240 GEOGRAPHY OF

EUROPE 3 US-D

Europe based upon regions. Present importance and possible future of each in the light of geographic conditions.

245 GEOGRAPHY OF THE SOVIET

UNION 3 US-D

F

Physical resource patterns and their significance to industrial, agricultural land use, general economic, and political development.

250 GEOGRAPHY OF

AFRICA 3 US-D

F

Regional study of Africa. Patterns of society as related to the natural environment.

255 GEOGRAPHY OF ASIA 3 US-D

Countries, regions, and peoples of Asia. Selected regions, specific localities, and special problems.

260 GEOGRAPHY OF AUSTRALIA AND

THE PACIFIC 3 US-D

F

Patterns of the natural environment and man's historical, economic, and political development in Australia, New Zealand, Micronesia, Melanesia, and Polynesia.

300 CARTOGRAPHY AND

GRAPHICS 3

F,S

Graphic representation of statistical data, including compilation and preparation of various types of maps and graphs.

305 AERIAL PHOTOGRAPH

INTERPRETATION 3

S

Basic principles of photogrammetry and techniques and applications of aerial photograph interpretation.

306 REGIONAL AND AREA

STUDIES 1-9 US-E

*Cons inst. Usually given cooperatively with other depts.*

Intensive study of particular lands, environments, cultures, and peoples.			
<b>308 QUANTITATIVE METHODS IN GEOGRAPHY</b> 3	F		
Use and interpretation of basic statistical techniques in geographical problems.			
<b>310 TECHNIQUES OF FIELD WORK</b> 3	F		
<i>Field trips required.</i>			
Techniques of mapping and interpretation of the phenomena of the natural and cultural landscapes; original study and mapping.			
<b>315 METHODS AND CONCEPTS IN AMERICAN GEOGRAPHY</b> 2	F,S		
Selected professional publications, designed to acquaint the student with the development of basic concepts and methods in American geography.			
<b>320 RURAL LAND USE AND AGRICULTURAL GEOGRAPHY</b> 3			
<i>GEO 150 or cons inst.</i>			
Spatial aspects of agriculture: regionalization, distribution, and theories of location relating to crop and livestock production and other rural land uses.			
<b>325 WORLD POPULATION AND RESOURCES</b> 3	S		
<i>GEO 150, 205 or cons inst.</i>			
Population growth and resource distribution and their impacts on national policy, levels of living, food supply, and educational levels.			
<b>330 GEOGRAPHY OF TRANSPORTATION</b> 3	S		
<i>GEO 150 or cons inst.</i>			
Geographic analysis of systems of spatial interaction including influence of transportation on industrial location and regional development.			
<b>335 MANUFACTURING GEOGRAPHY</b> 3	F		
<i>GEO 150 or cons inst. Formerly INDUSTRIAL GEOGRAPHY.</i>			
Location and structure of American manufacturing industries.			
<b>336 URBAN GEOGRAPHY</b> 3	F		
Internal morphology, external relationships, and other spatial aspects of cities.			
<b>337 HISTORICAL GEOGRAPHY OF THE UNITED STATES</b> 3	S		
Geography of the exploration and initial settlement of the United States, including development of distinctive regional patterns.			
<b>338 CULTURAL GEOGRAPHY</b> 3			
<i>GEO 135 or cons inst.</i>			
Cultural processes whereby man, the organizer of space, leaves an imprint on the earth's surface.			
<b>340 PROBLEMS IN CLIMATOLOGY</b> 3			
<i>GEO 200 or cons inst.</i>			
Investigation of specific problems in climatology.			
<b>345 PROBLEMS IN CONSERVATION AND OUTDOOR RECREATION</b> 3	S		
<i>GEO 205 or cons inst.</i>			
Investigation of specific problems in conservation and resource use including outdoor recreational resources.			

Origin and types of earth materials, internal and external earth processes and development of landscapes.			
<b>180 HISTORICAL GEOLOGY</b> 4	US-C F,S		
<i>GEO 175 or cons inst. Lecture and laboratory. Field trip required.</i>			
Origin and evolution of the earth as interpreted from rock sequences, fossils, and geologic maps; emphasis on geologic principles.			
<b>185 COMMON ROCKS AND MINERALS</b> 2	US-C F,S		
<i>Not for credit maj or if had GEO 175. Lecture and laboratory.</i>			
Genesis, description, classification, and identification of common rocks and minerals.			
<b>195 INTRODUCTION TO OCEANOGRAPHY</b> 3	US-C F,S		
<i>Also offered as BSC 195.</i>			
General principles of biology, chemistry, geology, and physics as applied to a study of the world's oceans.			
<b>275 LIFE OF THE GEOLOGIC PAST</b> 2	US-C F,S		
<i>Not for credit maj.</i>			
Origin, classification and evolution of life from early forms to modern types.			
<b>280 MINERALOGY</b> 4	F		
<i>GEO 175, CHE 140 or cons inst. Lecture and laboratory.</i>			
Crystallography, internal structure, chemistry, recognition and occurrence of minerals.			
<b>285 PETROLOGY</b> 3	S		
<i>GEO 280 or cons inst. Lecture and laboratory. Field trip required.</i>			
Description, classification and origin of igneous, sedimentary, and metamorphic rocks.			
<b>290 STRUCTURAL GEOLOGY</b> 4	F		
<i>GEO 180. Lecture, laboratory and field work.</i>			
Mechanics and processes of deformation of the earth's crust and the resulting structures.			
<b>295 SEDIMENTATION</b> 3	F		
<i>GEO 180 or cons inst. Lecture and laboratory. Field trip required.</i>			
Origin, transportation, deposition and diagenesis of sedimentary materials.			
<b>296 STRATIGRAPHY</b> 3	S		
<i>GEO 295. Lecture and laboratory. Field trip required.</i>			
Distribution, correlation and analysis of stratified rocks.			
<b>375 ECONOMIC GEOLOGY</b> 3	S		
<i>GEO 175 or cons inst.</i>			
Earth materials of economic importance. Characteristics and uses of common metallic and nonmetallic minerals and rocks.			
<b>380 GEOMORPHOLOGY</b> 3	S		
<i>GEO 175 or cons inst.</i>			
Origin, classification, description and interpretation of land forms.			
<b>382 GLACIAL AND QUATERNARY GEOLOGY</b> 3	F		
<i>Formerly GEO 425.</i>			
Development of glaciers, glacial movements, deposits, and land forms as background for discussion of present landscapes.			

## Geology Courses

<b>175 PHYSICAL GEOLOGY</b> 4	US-C	F,S
<i>Lecture and laboratory.</i>		

**385 INVERTEBRATE PALEONTOLOGY 4 S**  
*GEO 180 or 275 and BSC 190 or cons inst. Lecture and laboratory. Field trip required.*

Description, taxonomy and evolution of major-fossil invertebrate phyla; emphasis on groups with paleoecologic and stratigraphic significance.

**391 OPTICAL MINERALOGY AND PETROGRAPHY 4 F**  
*GEO 280, 285. Lecture and laboratory.*

Principles and techniques of petrographic microscopy in identification, description and classification of minerals and rocks.

**395 FIELD GEOLOGY 6 Summer Only**  
*GEO 280, 285, 290.*

Application of geologic principles to field mapping and interpretation of the Central Rocky Mountains.

## History

**Chairperson:** Gerlof D. Homan, 334 Schroeder Hall.  
**Faculty:** Professors: Champagne, Grabill, Gray, Helgeson, Holsinger, Homan, Kohlmeyer, Plummer, Reitan, Sands, Schapsmeier, Simms. Associate Professors: Austensen, Cohen, Davis, Freed, Haddad, Holt, Rayfield, Sessions, Walker, Wray. Assistant Professors: G. Cunningham, R. Cunningham, Ekberg, Ganaway, Hoyt, Levesque, D. MacDonald, Schmiechen, Wyman. Instructors: Harmon, S. MacDonald. Lecturer: Bridges. Faculty Assistant: Eichstaedt.

## History Programs

Degrees Offered: B.A., B.S. Further Information Department of History. Identical liberal arts and teacher education programs except that HIS 390 required for teacher education.

### MAJOR IN HISTORY

- 30 hours in History and an additional 18 hours from other specified fields required.
- Required courses: at least 9 hours in United States history and at least 9 hours in world history. A minimum of 9 hours and a maximum of 12 hours at the 100 level will be accepted toward the major, with at least 3 hours each in United States and in world history. Two HIS courses at the 300 level are required of all History majors. HIS 390 is required of all History majors who are teacher education candidates.
- Additional 18 hours required selected from among ECO, GEO, ENG (literature), PHI, POS, PSY, and SOA courses, with not more than 6 hours in any one of these areas.

### MINOR IN HISTORY

- 24 hours in History required.
- Required courses: at least 9 hours in United States history and at least 9 hours in world history, with a minimum of 9 hours and a maximum of 12 hours at the 100 level accepted toward the minor.

**Honors in History:** The department offers honors work in History to highly qualified juniors and seniors who will pursue an individualized program of study. The honors program enables the superior student to reinforce guided private study on historical topics of the student's own choosing with seminar-style research. Students interested in participating in the department's honors program may secure further information by contacting the chairperson of the Department of History. The de-

partment also offers in-course honors work in all its courses for students enrolled in the University Honors program or in any departmental honors program. In-course honors work is offered at the discretion of the instructor.

## History Courses

**121 HISTORY OF WESTERN CIVILIZATION TO 1300 3 US-B F,S**

Primitive man; the ancient cultures; the civilizations of Greece and Rome; the Middle Ages.

**123 HISTORY OF MODERN EUROPE I: 1300-1815 3 US-B F,S**

Survey of the development of modern European civilization, from the period of its formation through the French Revolution and Napoleonic Era.

**124 HISTORY OF MODERN EUROPE II: 1815-PRESENT 3 US-B F,S**

A survey of modern European developments from the Congress of Vienna to the present.

**125 HISTORY OF ASIAN CIVILIZATIONS 3 US-B F,S**

An introduction to the major traditions of India, Southeast Asia, China and Japan; emphasis on continuity and change in modern Asia.

**126 HISTORY OF THE MIDDLE EAST AND AFRICA 3 US-B F,S**

A political, cultural, social, and economic study, with an emphasis on ancient cultures and the emergence of nation-states.

**135 HISTORY OF THE UNITED STATES TO 1865 3 US-D F,S**

*Not for credit if had HIS 137.*

Political, economic, social, and cultural developments from the colonial period to the Civil War.

**136 HISTORY OF THE UNITED STATES SINCE 1865 3 US-D F,S**

*Not for credit if had HIS 137.*

Agrarian and industrial revolutions, development of American institutions, and America as a world power.

**137 THE AMERICAN EXPERIENCE 3 US-D F,S**

*Not for credit if had HIS 135 or 136. Primarily for University Studies.*

A one-semester course in American History emphasizing a theme of special interest. The theme may vary with each semester or instructor.

**220 ANCIENT HISTORY: GREECE 3 US-B F**

Political and cultural evolution of the Greek World from preclassical times to the Hellenistic Age.

**221 ANCIENT HISTORY: ROME 3 US-B S**

The Roman republic and empire with emphasis on the constitutional evolution of Rome.

**222 THE MIDDLE AGES I: 395-1100 3 US-B F**

Study of the disintegration of ancient civilization and the gradual emergence of three successor civilizations: Byzantium, the Moslem World, and Western Europe.

**223 THE MIDDLE AGES II: 1100-1500 3 US-B S**

An examination of the climax and decline of medieval civilization.

**224 THE RENAISSANCE:****EUROPE: 1300-1500 3 US-B F**

Political, economic, social, intellectual, cultural transition to early modern Europe; spread of Renaissance from origins in Italy; exploration and discovery.

**225 THE REFORMATION:****EUROPE: 1500-1600 3 US-B S**

Protestant and Catholic reformations in the setting of 16th century politics, economics, society; intellectual and cultural currents; European expansion.

**226 THE OLD REGIME:****EUROPE: 1600-1789 3 US-B S**

History of Europe during the 17th and 18th centuries; emphasis upon politics, science, philosophy, culture and the arts.

**228 EUROPE IN THE NINETEENTH****CENTURY: 1815-1914 3 US-B F**

Liberalism, nationalism, democracy, militarism, imperialism, and the forces that led to World War I.

**229 EUROPE IN THE TWENTIETH****CENTURY 3 US-B F,S**

The origins of the World Wars, Marxism-Leninism, Nazi and Soviet totalitarianism, and the role of Europe in the Cold War.

**230 THE CONTEMPORARY****WORLD 3 US-B F**

The major economic, social, political, and cultural changes since 1945. The Cold War, the revolution in expectations and the emerging concern over depletion of resources and environmental imbalances.

**231 ENGLISH HISTORY I:****TO 1783 3 US-B F**

English history from the fifteenth century to 1783. Special attention is given to political, social, and cultural history.

**232 ENGLISH HISTORY II:****SINCE 1783 3 US-B S**

English history from 1783 to the present. Special attention is given to political, social, and cultural history.

**233 HISTORY OF RUSSIA I:****TO 1725 3 US-B F**

Russian history from earliest times to the 18th century, including political, social, economic, and intellectual developments.

**234 HISTORY OF RUSSIA II:****SINCE 1725 3 US-B S**

Russian political, social, economic, and intellectual developments; the Russian Revolution; Russia in the 20th century.

**235 FRENCH HISTORY I:****TO 1789 3 US-B F**

French history from the Middle Ages to the French Revolution with emphasis upon French culture, including social, intellectual and artistic movements.

**236 FRENCH HISTORY II:****1789-PRESENT 3 US-B S**

Survey of the major political, economic, and cultural developments in France from the Napoleonic era to the present.

**237 MODERN GERMANY:****1848-PRESENT 3 US-B F**

A survey of German social, political, diplomatic, and intellectual history in the 19th and 20th centuries.

**239 EUROPEAN ECONOMIC****HISTORY 3 US-B S**

Emphasis on institutions and economic activity over time, from land tenure to trade, in changing political and technological environments.

**241 COLONIAL LIFE AND****INSTITUTIONS 3 US-B F**

Transfer of European ideas, institutions, and customs to America, and their subsequent development on American soil.

**243 BUILDING THE NATION:****1787-1815 3 US-B F,S**

Emphasis upon the establishment of a national government; the principles and influence of early federalism and of Jeffersonian democracy.

**244 THE AGE OF JACKSON:****1815-1848 3 US-B S**

The awakening of American nationalism as typified by the economic, political, social and cultural changes of the Jacksonian period.

**246 CIVIL WAR AND RECONSTRUCTION:****1848-1877 3 US-B F**

Causes and process of secession; problems of the Lincoln and Davis administrations, conduct of the war, and the problems of reconstruction.

**247 THE GILDED AGE IN AMERICA:****1877-1900 3 US-B F**

Industrialization and responses to industrialism in America; special attention given to business and political leaders, farmers, Afro-Americans, and writers.

**248 UNITED STATES AND THE****TWENTIETH CENTURY I 3 US-B F,S**

An examination of significant aspects of American history from the Populist era to the Great Depression of 1932.

**249 UNITED STATES AND THE****TWENTIETH****CENTURY II 3 US-B F,S**

An examination of significant aspects of American history from the 1930's to contemporary times.

**250 HISTORY OF WOMEN IN****AMERICA 3 US-B F,S**

The role of women in the economic, social, political, and cultural history of America from the colonial period to the present.

**251 HISTORY OF AMERICAN****DIPLOMACY I:****TO 1898 3 US-B F**

The history of the foreign relations of the United States from the revolution to 1898.

**252 HISTORY OF AMERICAN****DIPLOMACY II:****SINCE 1898 3 US-B S**

The history of the foreign relations of the United States since 1898.

**253 AMERICAN CONSTITUTIONAL****HISTORY 3 US-B F**

The history of American constitutional and legal developments from the colonial period to the present.

**255 HISTORY OF THE AMERICAN****FRONTIER 3 US-B F,S**

Westward movement and the influence of the frontier on American life and institutions.

**256 AMERICAN BUSINESS HISTORY** 3 US-B F

Industrialization of America; the problems of agriculture, monopoly, and labor; the role of government in regulating and guiding economic activity.

**257 AFRO-AMERICAN HISTORY I** 3 US-B F

The history of Black Americans from Colonial times to the Civil war.

**258 AFRO-AMERICAN HISTORY II** 3 US-B S

The history of Black Americans from the Reconstruction period to the present.

**259 HISTORY OF ILLINOIS** 3 US-B S

A survey of the history of Illinois from the time of the French explorers to the present.

**260 HISTORY OF CANADA SINCE 1763** 3 US-B S

Modern Canada since 1763, with emphasis on political, social, and economic developments.

**261 HISTORY OF LATIN AMERICA I:**

TO 1810 3 US-B F

Survey of Latin American History from the discovery to the disruption of the Spanish American empire in 1808-10.

**262 HISTORY OF LATIN AMERICA II:**

SINCE 1810 3 US-B S

Survey of the 19th and 20th centuries; common characteristics as well as unique aspects of each country.

**271 HISTORY OF THE MIDDLE EAST I:**

TO 1800 3 US-B F

Political, social, economic survey of the Middle East from Muhammad to the 19th century, emphasizing origins and achievements of the Islamic age.

**272 HISTORY OF THE MIDDLE EAST II:**

SINCE 1800 US-B S

Political, social, economic survey of the Middle East from the 19th century to the present, emphasizing the rise of the modern nation-states.

**273 HISTORY OF EAST ASIA** 3 US-B F,S

Peoples and problems of the Orient with reference to their internal development and the part they play in world politics.

**296 HISTORIOGRAPHY AND HISTORICAL METHOD** 3 US-B F

Explores the character and discipline of history through the study of representative historians.

**298 HONORS THESIS** 3 US-B F,S

*Honors students or cons inst.*

Directed by a faculty member competent in the thesis field. Topic shall be approved before registration by the History Department.

**306 REGIONAL AND AREA STUDIES** 1-9 US-E

*Cons inst. Usually given cooperatively with other depts.*

Intensive study of particular lands, environments, cultures, and peoples.

**310 SEVENTEENTH CENTURY AMERICA** 3 US-B

Establishment and development of the American Colonies from Jamestown to the end of the 17th century. Special emphasis is given to Puritan New England.

**311 AGE OF THE AMERICAN REVOLUTION** 3 US-B

The emergence of the United States as an independent nation from 1763 to the Constitutional Convention in 1787.

**317 AMERICAN CULTURAL EXPANSION AND DIPLOMACY** 3 US-B

Worldwide expansion of American diplomatic, economic, cultural and religious influence in the 19th and 20th centuries.

**320 LINCOLN: THE MAN AND HIS TIMES** 3 US-B

Attention directed especially toward the work of Lincoln in Illinois, his leadership during the Civil War, and his relationships with people and events of his time.

**321 GREAT FIGURES OF AMERICAN HISTORY** 3 US-B

Personalities selected from American history with emphasis on the contributions and lasting influence of significant individuals.

**322 AMERICAN URBAN HISTORY** 3 US-B

Survey of the history of the American city from 1820 to the present.

**323 AMERICAN CULTURAL AND INTELLECTUAL HISTORY I** 3 US-B

American progress in the fine arts, philosophy, literature and science from Puritan times to 1860.

**324 AMERICAN CULTURAL AND INTELLECTUAL HISTORY II** 3 US-B

The impact of naturalism, industrialization, secularization, and urbanization upon American culture since 1860.

**325 PROBLEMS IN TWENTIETH CENTURY UNITED STATES CONSTITUTIONAL HISTORY** 3 US-B

An examination of major problems in American constitutional history since the Progressive Era; civil rights, freedom of speech and religion, federal-state relations.

**326 CASES IN BUSINESS HISTORY** 3 US-B

Study of mergers, business ethics, innovations, relations with labor and government, marketing, and financing, based on the historical experience of individual companies and business leaders.

**327 AMERICAN LABOR HISTORY** 3 US-B

The Industrial Revolution's impact upon workers, with emphasis on the responses through unions and politics, and on the role of government.

**328 AMERICAN AGRICULTURAL HISTORY** 3 US-B

*Formerly HIS 422 HISTORY OF AMERICAN AGRICULTURE.*

Focus on farming from colonial times to the present, including changing technology, land use, and economic, political, and social environment.

**341 EUROPEAN INTELLECTUAL HISTORY  
TO 1600 3 US-B**

The study of the ideas of the ancient world, Middle Ages, Renaissance, Reformation, examined in a social, political and economic context.

**342 EUROPEAN INTELLECTUAL HISTORY  
SINCE 1600 3 US-B**

A study of the ideas of the scientific revolution, enlightenment, 19th century and 20th century, examined in a social, political, and economic context.

**343 MODERN EUROPEAN  
DIPLOMATIC HISTORY I:  
1789-1890 3 US-B**

The diplomatic history of Europe from the French Revolution to the fall of Bismarck.

**344 MODERN EUROPEAN  
DIPLOMATIC HISTORY II:  
1890 TO PRESENT 3 US-B**

The diplomatic history of Europe from the fall of Bismarck in 1890 to the present.

**345 FRENCH REVOLUTION  
AND NAPOLEON:**

**1789-1815 3 US-B**

*Formerly FRENCH REVOLUTION AND NAPOLEONIC ERA: 1789-1815.*

Society, culture and government under the monarchy; destruction of the old order; rise and fall of Napoleonic France.

**351 ANCIENT NEAR EAST 3 US-B**

Study of the civilizations of Mesopotamia and Egypt from the neolithic period to 500 B.C.

**352 THE HELLENISTIC WORLD 3 US-B**

A comprehensive study of the world bequeathed by Alexander the Great from his death in 323 B.C. to the founding of the Roman Empire.

**354 MEDIEVAL RELIGIOUS  
HISTORY 3 US-B**

A history of Christianity from Constantine to the Reformation.

**356 THE ENLIGHTENMENT 3 US-B FS**

Intellectual and social history of the western world during the eighteenth century.

**360 TUDOR-STUART  
ENGLAND: 1485-1689 3 US-B**

General survey of English history from the beginning of the Tudor dynasty to the Revolution of 1688-89.

**361 EIGHTEENTH-CENTURY BRITAIN:  
1689-1815 3 US-B**

Britain from the Revolution of 1688-89 through the early Industrial Revolution and Napoleonic wars.

**362 MODERN BRITAIN: 1815  
TO THE PRESENT 3 US-B**

A general survey of British history in the 19th and 20th centuries.

**365 NAZI GERMANY:  
1933-45 3 US-B**

The origins and nature of Nazi totalitarianism.

**366 SOVIET RUSSIA: 1917 TO  
THE PRESENT 3 US-B**

An evaluation of the origins and rise of Bolshevik power, concentrating on economic, cultural and social developments leading to great power status.

**371 MODERN LATIN  
AMERICA 3 US-B**

The history of the Latin American countries in the last 100 years with emphasis on the 20th century.

**373 HISTORY OF MODERN  
CHINA 3 US-B**

Concentrates on the Western and Chinese collision since the 1800's and the responses of traditional, national, and contemporary China to modernization.

**375 HISTORY OF MODERN  
JAPAN 3 US-B**

Concentrates on Japan's modernization, goals of Meiji leaders, contradictory tendencies of pre-war Japan, and contemporary Japan.

**390 SOCIAL STUDIES TEACHING  
METHODOLOGY 3**

*Designed for prospective history/social science teachers.*

Includes examination of social studies project materials and ways of utilizing instructional models.

# Information Sciences

**Chairperson:** John F. Cragan, 116A Stevenson Hall.  
**Faculty:** Professors: Brake, Rives, Smith, Streeter, White, Wiman. Associate Professors: Boaz, Cragan, R. Holdridge, Jackson, Parret, Tcheng, Tuttle, Wright. Assistant Professors: Collins, Harper, Hazleton, W. Holdridge, Hustuft, Johnson, Kapoor, Konsky, Otterson, Paxton, Semlak, Shelly, Sweet, Thornton, Wilford, Williams, Wisely. Instructors: Dudczak, Hutton, Jesse, Sherman, Stamm, Szmulewicz, Vehar.

## Library Science-Instructional Media Programs

Degrees Offered: B.A., B.S. in Library Science with separate liberal arts and teacher education programs. No major is available in Instructional Media, which is a teacher education minor program. Further Information: Department of Information Sciences.

**MAJOR IN LIBRARY SCIENCE**

- 34 hours in Library Science and related fields required.
- Required courses: INF 101, 115, 120, 305, 306 or 307 or 308, 310, 312. The remaining courses may be chosen from within or outside the INF Library Science offerings, but in either case must be approved by the student's academic adviser.

**MAJOR IN LIBRARY SCIENCE EDUCATION**

- 34 hours in Library Science required.
- Required courses: INF 101, 115, 120, 240, 301, 305, 306, 307, 310, 312, 365. It is strongly recommended that INF 170 or 242 or 271 be considered as electives.

**MINOR IN LIBRARY SCIENCE**

- 19 hours in Library Science required.
- Required courses: INF 101, 115, 305, 306 or 307 or 308, 310, 312. INF 120 is recommended for students preparing for graduate work in Library Science.

**MINOR IN LIBRARY SCIENCE EDUCATION**

- 19 hours in Library Science required.
- Required courses: INF 115, 240, 305, 306 or 307, 310, 312.

**MINOR IN INSTRUCTIONAL MEDIA**

- 24 hours required.
- Required courses: INF 240, 241, 365, 366; 12 hours selected from among ART 101, 103, 104, 109, 226, INF 160, 162, 163, 310, 337, 362; IT 190, 210, 250, 251, 253.

These courses cannot be used to satisfy the requirements of both the student's major and a minor in Instructional Media.

## **Mass Communication Programs**

Degrees Offered: B.A., B.S. Further Information: Department of Information Sciences. Liberal arts program; no teacher education program available in Mass Communication (see Speech Communication for teacher education programs).

**MAJOR IN MASS COMMUNICATION**

- 36 hours required.
- Required courses (21 hours): INF 160, 260, 360, 361. Either INF 162, 163, and 264 (Mass Communication) or INF 165, 166, and 265 (Journalism).
- Electives (15 hours) for emphasis in Mass Communication or Journalism selected from INF 110, 161, 162, 163, 165, 166, 167, 263, 264, 265, 266, 267, 268, 269, 270, 287, 298, 362, 364, 368, 380, 385.

**MINOR IN MASS COMMUNICATION**

- 18 hours required.
- Required Course: INF 160.
- 15 hours of electives selected in consultation with an academic adviser from among INF 110, 161, 162, 163, 165, 166, 167, 260, 263, 264, 265, 266, 267, 268, 269, 270, 287, 298, 360, 361, 362, 364, 368, 380, 385.

**MINOR IN JOURNALISM EDUCATION**

- 24 hours required. Typing ability is a prerequisite to this minor.
- Required courses: INF 160, 165, 166, 265, 268, 269, 385; IT 153.

## **Speech Communication Programs**

Degrees Offered: B.A., B.S. Further Information: Department of Information Sciences. Separate liberal arts and teacher education programs.

**MAJOR IN SPEECH COMMUNICATION**

- 24 hours required.
- Required course: INF 110.
- 21 hours of electives selected from among INF 125, 201, 223, 303, 304, 321, 323, 324, 370.

**MAJOR IN SPEECH COMMUNICATION EDUCATION**

- 36 hours required.
- Required courses (19 hours): INF 110, 125, 199, 223, 281, 324, 381.
- Elective courses (17 hours) selected from among INF 160, 189, 201, 210, 289, 298, 302, 303, 304, 321, 323, 328, 329, 360, 370, 389; PAS 311; THE 141, 341.

**MINOR IN SPEECH COMMUNICATION**

- 18 hours required.
- Required course: INF 110.
- 15 hours of electives selected from among INF 125, 201, 223, 298, 303, 304, 321, 323, 324, 370.

**MINOR IN SPEECH COMMUNICATION EDUCATION**

- 22 hours required.
- Required courses (16 hours): INF 110, 125, 199, 223, 281, 324.
- Electives (7 hours) selected from among INF 189, 201, 210, 260, 289, 298, 303, 304, 321, 323, 328, 329, 360, 389; PAS 311; THE 141, 341.

## **Information Sciences Courses**

<b>101 THE LIBRARY IN SOCIETY</b>	<b>3</b>	<b>F,S</b>
Survey of librarianship and areas of service. Significance and responsibilities of contemporary libraries. Professional organizations, standards, library legislation.		

<b>110 FUNDAMENTALS OF SPEECH</b>	<b>3</b>	<b>US-A</b>	<b>F,S</b>
<i>Formerly SP 110.</i>			

Theory and practice to develop acceptable speech proficiency in various speaking activities demanded of citizens in a free society.

<b>115 BASIC REFERENCE SOURCES</b>	<b>3</b>	<b>US-E</b>	<b>F,S</b>
Basic reference sources for libraries with collection of printed and non-printed material. Criteria for evaluating reference books and practical experience in using them.			

<b>120 HUMAN RECORDS AND LIBRARIES</b>	<b>3</b>	<b>US-A</b>	<b>F,S</b>
Human communication from earliest records to invention of printing and advent of mass media: libraries and their growth in relation to these developments and to society.			

<b>123 INTERPERSONAL COMMUNICATION</b>	<b>3</b>	<b>US-A</b>	<b>F,S</b>
<i>Formerly SP 123.</i>			

An introduction to two-person interaction in a variety of contexts.

<b>125 ARGUMENTATION</b>	<b>3</b>	<b>US-A</b>	<b>F,S</b>
<i>Formerly SP 125.</i>			

Theory and practice of advocacy.

<b>140 INTRODUCTION TO THE COMPUTER WORLD</b>	<b>3</b>	<b>US-E</b>	<b>F,S</b>
<i>Not for credit if had MAT 168, ACC 160, 260 or INF 340.</i>			

A nontechnical course designed to develop effective computer users and acquaint the students with the impact of computers on the person and society. No previous computer experience or mathematics requirements necessary.

<b>160 INTRODUCTION TO MASS COMMUNICATION</b>	<b>3</b>	<b>US-A</b>	<b>F,S</b>
<i>Formerly SP 160: INTRODUCTION TO THE PUBLIC ARTS.</i>			

Mass Media development and function in modern society: technological basis, economic and political foundations, social implications.

**161 ANNOUNCING PRACTICUM 1 F,S***INF 160 and cons inst. May be repeated. Max 4 hrs.*

Supervised experience in an announcing assignment at local facilities or off-campus stations. The student must obtain the assignment and arrange with the instructor for weekly critique sessions.

**162 RADIO PRODUCTION 3 F,S***INF 160.*

Skills in utilizing equipment and procedures necessary to produce programs for radio. Script writing and directing included.

**163 TELEVISION PRODUCTION 3 F,S***INF 160, 162. 2 hrs lecture, 2 hrs laboratory.*

Development of skills necessary in producing a television program. Function of television equipment and facilities. Evaluation of current production techniques. Producing and directing included.

**165 REPORTING I 3 F,S***INF 160 and typing ability. Formerly JRN 165.*

Intensive training in the fundamentals of newsgathering and newswriting.

**166 REPORTING II 3 F,S***INF 160, 165. Formerly JRN 166.*

Advanced training in newsgathering and newswriting with practical application.

**167 BROADCAST NEWS I 3 US-A F,S***INF 160, 165.*

Provide an understanding of the role of the broadcast journalist and develop some of the basic skills of the profession.

**170 LITERATURE FOR THE ELEMENTARY SCHOOL 3 F,S***Also offered as ENG 170.*

Prose and poetry for kindergarten through eighth grade; emphasis on classics, best of twentieth-century works, folklore heritage, and mythology.

**175 BLACK REVOLUTIONARY COMMUNICATION 3 F***Formerly SP 175.***199 PRACTICUM IN SPEECH COMMUNICATION 1 F,S***May be repeated. Max 4 hrs. Formerly SP 199.*

Training and participation in speech activities.

**201 COMMUNICATION AND SOCIAL ISSUES I 3 US-A F***INF 110 or cons inst. Formerly SP 301 and SP 201 (76-77 Catalog).*

Criticism of communicative discourse concerning reformious topics.

**202 PERSUASIVE PUBLIC SPEAKING 3 S***Formerly SP 202.*

Provides the student an opportunity to develop skills in persuasive speaking in a variety of situations. Focuses on message content and organization appropriate for different situations.

**210 PRINCIPLES OF PARLIAMENTARY PROCEDURE 3 US-E S***Formerly SP 210.*

Formal instruction in main, subsidiary, privileged, and incidental motions. Basic tenets of parliamentary law including relationship of principles of parliamentary procedure to bylaws and governance documents are covered. Actual practice provided in the conduct of business

meetings. Functions of major officers of the assembly are discussed and demonstrated.

**223 SMALL GROUP PROCESSES 3 US-D F,S***Formerly SP 223.*

Theory and practice in reflective group discussion methods.

**225 NONVERBAL COMMUNICATION***INF 110 or cons inst. Formerly SP 325 and SP 225 (76-77 Catalog).*

Consideration of gesture, space, time, touch, objects, environment, voice, and eye behavior, and their relationship to communication and culture.

**226 CLASSICAL RHETORIC 3***Formerly SP 326 and SP 226 (76-77 Catalog).*

Analysis of classical rhetoricians and rhetorics, from the early Greek sophists to Saint Augustine, with special attention to impact on modern theory construction.

**240 UTILIZATION OF AUDIOVISUAL MATERIALS 3 US-E F,S***Lecture and laboratory. Materials charge.*

Surveys the theory, materials, and methodology of instructional technology. Laboratory experiences include equipment operation, evaluation of materials, and basic graphic production techniques.

**241 BASIC PHOTOGRAPHY 3 US-E F,S***Materials charge. Student must provide own 33 mm adjustable camera, meter, and flash. Lecture and laboratory. Not for credit if had INF 266.*

Camera manipulation, lighting, composition, and dark-room procedures.

**242 EXPERIENCING BOOKS THROUGH SPEECH 3 F,S***INF 110. Formerly SP 242.*

Book-inspired activities for pupils in the elementary school designed to develop appreciation of literature through creative dramatics, story telling, choral reading, discussion, reporting, and reading aloud.

**260 MASS COMMUNICATION: CULTURAL CRITICISM AND PROBLEMS 3 F,S***INF 160.*

The mass media as a social system. Their impact on the cultural and economic life of the nation. The need for continuing decisions regarding public policy. This course results from the splitting of a former course, 360, Mass Communication in Society, into two courses.

**263 ADVANCED TELEVISION PRODUCTION 3 F***INF 160, 163, or cons inst. 1 hr lecture and 4 hrs laboratory.*

Creating visual appeal through the television medium. Aesthetics in preparing television programs. Advanced producing/directing techniques in commercial broadcasting and television as an art form.

**264 BROADCAST PROGRAMMING 3 S***INF 160.*

The format and scheduling of programs as practiced by station and network management and viewed from the perspective of the advertiser, the manager, and the habits and desires of the consumer.

**265 COPY EDITING 3 F,S***INF 160, 165. Formerly JRN 267: NEWSPAPER LABORATORY I.*

Advanced training in rewriting and editing stories,

headlines, writing, page layout, and work on a campus publication.

**266 PHOTO JOURNALISM 3 F**  
*INF 160, 165. Not for credit if had INF 241. Materials charge.*

*Development of skills and techniques in the production of still photographs for printed publication and television.*

**267 BROADCAST NEWS II 3 F,S**  
*INF 160, 165, 167 or cons inst.*

Refinement of skills in broadcast news through laboratory work on daily radio and television newscasts.

**268 THE SMALL NEWSPAPER AND COMMUNITY RELATIONS 3 F**  
*INF 165 and typing ability. Formerly JRN 294: SCHOOL NEWSPAPERS AND COMMUNITY RELATIONS.*

Methods training for school newspaper advisers and editors of business periodicals; includes training in writing publicity releases.

**269 ANNUAL AND PERIODICAL 3 S**  
*Typing ability. Formerly JRN 295.*

The role of the adviser/ manager in preparation for and production of scholarly publications, yearbooks, or magazines. Study and research in editorial, financial and procedural bases.

**270 DOCUMENTARY IN FILM AND BROADCASTING 3 US-A S**  
*Also offered as THE 270.*

Historical, philosophical, and theoretical consideration of documentary approach in films, television, and radio.

**271 LITERATURE FOR LOWER GRADES 3 F,S**  
*Also offered as ENG 271. Does not repeat materials of INF 170.*

Wide reading in variety of books available for kindergarten and primary grades, criteria for book selection, development of literature programs.

**272 LITERATURE FOR UPPER GRADES 3 F,S**  
*Also offered as ENG 272. Does not repeat materials of INF 170.*

Wide reading in variety of books available for grades four through eight, criteria for book selection, development of literature programs.

**280 TEACHING OF SPEECH IN THE ELEMENTARY SCHOOL 3 S**  
*INF 110 or conc reg. Formerly SP 280.*

Theory and practice in the language arts program designed to help teachers utilize the speech arts in the classroom.

**281 PRINCIPLES OF SPEECH EDUCATION 3 F**  
*Formerly SP 281.*

Methods and materials for teaching secondary speech communication. Planning and applying strategies, methods of measurement, classroom criticism of performance, selection and compilation of materials.

**297 COMMUNICATION RESEARCH METHODS 3 F**  
*Also offered formerly as SP 297.*

Methods of scholarly research and critical evaluation of research.

**298 INDEPENDENT RESEARCH IN COMMUNICATION 3 S**  
*Project approval by chrpn and inst prior to reg. Also offered formerly as SP 298.*

**301 ADVANCED REFERENCE SOURCES 3 F,S**

The selection, use, and evaluation of print and non-print reference materials in selected subject field.

**302 COMMUNICATION CRITICISM 3 S**  
*INF 110 or cons inst. Formerly SP 327 and SP 302 (76-77 Catalog).*

The course develops critical skills for describing, interpreting and evaluation communication from different theoretical perspectives.

**303 CONTROVERSY AND CONTEMPORARY SOCIETY 3**

*INF 110 or cons inst. Formerly SP 303.* Contemporary communication on current significant, controversial issues.

**304 FREEDOM OF SPEECH AND PRESS 3 F**

*INF 110 or cons inst. Formerly SP 304.* A study of First Amendment rights. Emphasis on Supreme Court decisions relating to political dissent, obscenity, provocation and demonstration, and press freedom.

**305 BUILDING AND MAINTAINING LIBRARY COLLECTIONS 3 F,S**

A survey of general selection aids, principles of selection, criteria for evaluation. Development of a materials selection policy, intellectual freedom and censorship.

**306 LIBRARY MATERIALS FOR CHILDREN 3 F,S**

Selection, evaluation and use of media in various subject areas. Use of materials in meeting individual interests, needs, and abilities of children.

**307 MEDIA FOR YOUNG ADULTS 3 F,S**

Selection, evaluation, and use of media for young adults in public and secondary school libraries. Materials are related to development of young people and to the school curriculum.

**308 LIBRARY MATERIALS FOR ADULTS 3 S**

Evaluation, selection, and use of media for adults. A study and analysis of interests and information needs.

**310 ORGANIZATION OF LIBRARY MATERIALS 4 F,S**

*Supervised laboratory work.* Principles of cataloging and classification and their application in organizing media collections; Dewey Decimal Classification System and the Anglo-American cataloging code.

**312 ADMINISTRATION OF THE LIBRARY MATERIALS CENTER 3 F,S**

Principles and procedures in developing, directing, and evaluating library media services.

**319 COMPUTER GRAPHICS 3 F,S**

*Also offered as IT 319. Materials Charge.* Combination of graphic techniques and computer programming as means of industrial communication applied to solution and interpretation of technological problems.

**321 MESSAGE COMPOSITION 3 F**  
*INF 110 or cons inst. Formerly SP 321.*

The application of communication theory and research to the composition of informative and persuasive messages. Emphasis: organizational and language factors affecting mediated and non-mediated communication.

**323 THEORY AND RESEARCH IN SMALL GROUP COMMUNICATION 3 F,S**  
*INF 110, 297 or cons inst. Formerly SP 323.*

Theoretical and experimental literature dealing with small group communication processes.

**324 THEORY AND RESEARCH IN PERSUASION 3 S**  
*INF 110, 297 or cons inst. Formerly SP 324.*

A survey of contemporary theoretical and empirical literature dealing with the question of how an individual's attitudes, beliefs, and social behaviors are affected by communication.

**326 LIBRARY SERVICES FOR SPECIAL GROUPS 3 S**

Trends in the development of services, primarily by public libraries in the United States and in Illinois, for groups with unique needs.

**327 SPECIAL LIBRARIES 3 F**  
*Supervised field trips.*

Survey of the services and functions of the major types of special libraries.

**328 CONTEMPORARY RHETORICAL THEORY 3 S**  
*Formerly SP 328.*

Recent rhetorical theories and theorists are discussed and evaluated.

**329 ORGANIZATIONAL COMMUNICATION 3 F,S**  
*INF 110 or cons inst. Formerly SP 329.*

An examination of theoretical and experimental literature dealing with communication in an organizational setting.

**330 DIRECTING THE FORENSIC PROGRAM 3 S**  
*INF 110 or cons inst. Formerly SP 330.*

Theoretical and procedural aspects of organizing and maintaining a debate and individual speaking events program.

**337 PROGRAMMED LEARNING 3 F**

Construction and evaluation of programmed instruction; critical analysis of learning theory as it relates to this form of instruction. Methods of using programmed sequences for instruction.

**340 COMPUTER APPLICATIONS IN EDUCATION 3 S**  
*Cons inst. Formerly LSM 450.*

Examination and discussion of the ways computers may be used in education. Administration, instruction, research, storage of information, accounting and simulation.

**345 INTRODUCTION TO LIBRARY TECHNOLOGY 3 S**

Application of mechanized, automated and computerized equipment to achieve economy, efficiency and speed in library operations. Analysis and design of library systems.

**350 EVALUATION AND COLLECTION OF MAP RESOURCES, ATLASES AND AERIAL PHOTOGRAPHS 3**  
*Formerly LSM 330.*

Selection, acquisition, conservation, storage and circula-

tion of map materials, Criteria for evaluating maps and atlases.

**360 MASS COMMUNICATION: THEORY AND EFFECTS 3 F,S**  
*INF 110, 160.*

A critical examination of channel and receiver variables and their effects on the act of moving information through a given medium. Students participate in at least one research project of their design.

**361 REGULATION OF THE COMMUNICATION INDUSTRY 3 F**  
*INF 160. Formerly LAW AND REGULATION OF MASS COMMUNICATION. Lecture and laboratory.*

The legal background of mass media, specific laws affecting media operations, and industry efforts at self regulation.

**362 INSTRUCTIONAL TELEVISION 3 F,S**  
*Lecture and laboratory.*

Television as a means of instruction in terms of research, technique, utilization and evaluation.

**364 BROADCAST AND MANAGEMENT 3 S**  
*INF 160, 264, 361.*

The role and functions of broadcast media managers in society.

**365 FUNDAMENTALS OF GRAPHIC PRODUCTION 3 F,S**  
*INF 240 or cons inst. Lecture and laboratory. Materials charge.*

Fundamental skills and techniques for mounting, lettering, coloring, illustrating and reproducing graphic materials.

**366 GRAPHIC DESIGN AND PRODUCTION 3 S**  
*INF 241 and 365 or cons inst. Lecture and laboratory. Materials charge.*

Design and practice in the application of skills and knowledge to specific production problems. Student must integrate skills, knowledge of materials, design, and communication theory.

**367 AUDIO PRODUCTION 3 F**  
*Lecture and laboratory. Materials charge.*

Selection, evaluation, production, operation and maintenance of audio devices and materials.

**368 MOTION PICTURE PRODUCTION 3 S**  
*Lecture and laboratory. Materials charge.*

Theory and practice in planning and producing motion pictures. Considers treatments, storyboard, script writing, shooting, editing, titling and technical problems of production. Student provides film and processing.

**370 PSYCHOLOGY OF LANGUAGE 3 S**  
*INF 110, 297 or cons inst. Formerly SP 370.*

Theories and experimental research relating to the development and functions of language.

**371 POLITICAL COMMUNICATION 3-4**  
*6 hrs INF, and 6 hrs POS or cons inst. Formerly SP 371.*

Basic theory and research relating to political campaign communication. Special attention is paid to the persuasive process of political campaigning focusing upon the

role of the media, the candidate, image creation and other selected topics on political campaign communication.

**380 DIRECTED PROJECTS** 1-3 **F,S**  
*Cons inst. Also offered formerly as SP 380.*

**381 PROBLEMS IN THE  
 TEACHING OF  
 COMMUNICATION** 3 **S**  
*INF 110 or cons inst. May be repeated. Max 4 hrs.  
 Formerly SP 381.*

Identification of common and unique problems in teaching communication concepts and skills. Approaches to resolving classroom problems.

**385 EDITORIAL AND  
 FEATURE WRITING** 3 **F**  
*Cons inst.*

Advanced training in writing feature articles and editorials for newspapers and magazines.

**386 TECHNICAL COMPUTER  
 PROGRAMMING** 3  
*Also offered as IT 386. Laboratory arranged. Materials charge.*

Digital computer systems, programming digital computers and their use in solving problems related to applied sciences and technologies.

## Mathematics

**Chairperson:** Albert D. Otto, 313 Stevenson Hall.  
**Faculty:** Professors: F. Brown, Eggan, Horner, Jones, O'Daffer, Otto, Retzer, Ritt, Vanden Eynden. Associate Professors: Berk, L. Brown, Clemens, Crumley, Dossey, Edge, Friedberg, Ha, Hathaway, Insel, Morris, Powers. Assistant Professors: Banks, Carroll, Cook, Devaney, Eckert, Ecklund, Fisher, Gilmore, Harik, Hershberger, Jacobs, McVoy, Parr, Shilgalis, Speiser, Spence, Thornton, Weaver. Instructors: Eardley, Hannemann, Max, Owles, Priester, Schoenberger, Wilmot. Faculty Assistant: Briggs. Lecturer: Pollington.

## Mathematics Programs

Degrees Offered: B.A., B.S. Further Information Department of Mathematics. Identical liberal arts and teacher education programs, except that MAT 323 and its prerequisites are required in teacher education program.

The interest of undergraduates specializing in mathematics generally lies in one or more of the categories: (1) secondary teaching; (2) applications in business and industry; (3) applications to other disciplines, such as physics, chemistry, engineering, economics, social science; (4) continued study and research in mathematics.

The undergraduate degree programs in mathematics are designed to be sufficiently flexible to meet the needs of students in these categories, and are based upon the following groups of courses:

1. Basic sequence: Five courses — 114, 115, 116, 117, 175.
2. Geometry and Foundations: 210, 211, 306, 312, 313, 375.
3. Algebra and Number Theory: 310, 315, 316, 317.
4. Analysis: 335, 336, 340, 347, 348, 349.
5. Statistics: 350, 351.
6. Computer Science: 284, 366, 370, 372.
7. Mathematics Education: 323, 362.

Students are encouraged to choose courses which are consistent with their interests. It is desirable that all students take at least one course in each of groups 2, 3, and 4. As a general guide to program selection, students with primary interest in teaching should emphasize groups 2 and 3; students with primary interest in application in business and industry should emphasize groups 5 and 6; and students with primary interest in application to the physical, natural and social sciences, should emphasize groups 3, 4 and 5. Students are urged to consult with their advisers in planning their programs.

### MAJOR IN MATHEMATICS

- 36 hours in Mathematics required.
- Required courses: Group 1 basic sequence of five courses (MAT 114, 115, 116, 117, 175); at least four courses chosen from groups 2 through 7 above; at least 18 of the 36 hours must be at the 200 level or above. See also notes below.

### COMPREHENSIVE MATHEMATICS MAJOR

- 52 hours in Mathematics required.
- Required courses: Group 1 basic sequence of five courses (MAT 114, 115, 116, 117, 175); MAT 317; at least six courses chosen from groups 2 through 7 above. As many as 10 hours chosen from courses outside MAT which require calculus as a prerequisite may be substituted for elective hours in MAT. See also notes below.

### MINOR IN MATHEMATICS

- 24 hours in Mathematics required.
- Required courses: MAT 114, 115, 116, 175; at least 3 courses chosen from groups 2 through 7 above.

**Notes on Mathematics Programs:** Students who score high on the Mathematics Placement Test may, with the permission of the department chairperson, begin their MAT courses with 116 or a higher level course. Credit will be given as equivalent to courses listed in this catalog. The department will determine the amount of credit given. The following courses may not be used to satisfy requirements for a comprehensive major, major, or minor: MAT 103, 104, 105, 106, 107, 108, 110, 120, 121, 151, 152, 201, 202, 204, 205, 250, 301, 302. Teacher education students must complete 211, 315, and 323 as prerequisites to student teaching, and must take 211 and 315 before taking 323.

A concentration in Quantitative Economics is available to students under the Comprehensive Arts and Sciences major. Interested students may contact the Department Chairperson in either Mathematics or Economics. See Economics for courses recommended in the program.

## Mathematics Courses

**103 FOUNDATION TOPICS IN  
 MATHEMATICS** 4 **US-C** **S**  
*Not for credit maj min.*

Logic, axiomatics, sets, and numbers from common sense understandings. Precise language used but only meaningfully. Growth of a mathematical theory.

**104 ELEMENTARY MATHEMATICAL  
 STATISTICS** 3 **US-C** **S**  
*3 sem. HS Algebra; Not for credit maj min.*

Data acquisition; data reduction; role of mathematics in designing and analyzing experiments, especially polls; strategy, decision making under uncertainty.

**105 APPLICATIONS OF ELEMENTARY MATHEMATICS** 3 US-C F,S  
*1 yr. HS Algebra; Not for credit maj min or if had MAT 120.*

Problems in physical, biological and social sciences, business, politics, games and other fields solved by algebra, geometry, linear programming, probability, etc.

**106 FUNDAMENTALS OF MATHEMATICS** 4 US-C F,S  
*Not for credit maj min.*

Whole numbers, finite systems, sets, geometries, functions, analytic geometry, probability, sequences, logic.

**107 INTERMEDIATE ALGEBRA** 3 F,S  
*1 yr HS algebra and 1 yr HS Geometry. Not for credit maj min. 3 hr lecture and testing-tutorial sections required.*

Intermediate course between one year of high school algebra and college algebra.

**108 TRIGONOMETRY** 2 F,S  
*3 sem HS Algebra and 1 yr HS Geometry. Not for credit if had 4 yrs HS MAT. Not for credit maj min.*

**110 MODERN COLLEGE ALGEBRA WITH TRIGONOMETRY** 4 F,S  
*MAT 107 and 108, or equiv. Not for credit maj min or if had MAT 120.*

**114 ANALYTIC GEOMETRY FOR CALCULUS STUDENTS** 1 F,S  
*MAT 110 or placement examination. Conc reg req MAT 115. Not for credit if had MAT 112 or 135.*

**115 CALCULUS I** 4 US-C F,S  
*Placement exam. Conc reg req in MAT 114. Not for credit if had MAT 135.*

Differentiation of algebraic and trigonometric functions with associated applications. Introduction to integration. The logarithmic function as an integral.

**116 CALCULUS II** 4 US-C F,S  
*MAT 115.*

Applications of the integral, calculus of the exponential functions. Integration of trigonometric functions. Parametric equations in RS2 with applications. Polar coordinates. Infinite series. L'Hospital's rule. Improper integrals. Partial derivatives.

**117 CALCULUS III** 3 F,S  
*MAT 116.*

Vectors, curves and surfaces in 3-space, partial derivatives, gradients, directional derivatives, tangent planes, the implicit and inverse function theorems, multiple integrals, infinite series and Taylor's theorem of several variables.

**120 FINITE MATHEMATICS FOR BUSINESS AND SOCIAL SCIENCES** 4 US-C F,S  
*MAT 107 or cons inst. Not for credit maj min or if had MAT 105 or 110.*

Finite mathematics with a review of selected topics from algebra.

**121 INTRODUCTION TO CALCULUS FOR BUSINESS AND SOCIAL SCIENCES** 4 US-C F,S  
*MAT 120. Not for credit maj min.*

Intuitive differential and integral calculus, elementary matrices and vector spaces. Applications in linear programming and statistics.

**151 STRUCTURE OF NUMBER SYSTEMS I** 3 US-C F,S  
*1 yr HS Algebra and 1 yr HS Geometry or cons inst. Not for credit maj min. Resource Center Fee.*

Properties of natural and rational numbers applied to four basic operations. Set theory applied to elementary mathematics.

**152 STRUCTURE OF NUMBER SYSTEMS II** 3 F,S  
*MAT 151 or 4 yrs HS MAT and cons adviser. Not for credit maj min.*

Continuation of MAT 151. Concepts and structure of real numbers. Number theory, probability, statistics, geometry, and topology.

**168 INTRODUCTION TO COMPUTERS AND PROGRAMMING** 3 US-A F,S  
*HS Algebra.*

Elementary computer programming through subprogramming.

**175 LINEAR ALGEBRA AND DIFFERENTIAL EQUATIONS** 4 F,S  
*MAT 116.*

Vector geometry, linear spaces, linear dependence, linear transformations, matrices, determinants (systems of linear equations); linear differential equations with constant coefficients.

**201 MATHEMATICS FOR THE ELEMENTARY SCHOOL** 2 F,S  
*MAT 151. Not for credit maj min or if had C&I 252. No credit if in Elementary Education Core program. Resource Center fee.*

Background for meaningful teaching of number concepts, basic facts, fundamental processes, problem solving. Current innovations for elementary curriculum.

**202 MATHEMATICS FOR THE JUNIOR HIGH SCHOOL** 2 S  
*MAT 151. Not for credit maj min. Resource Center fee.*

Structure of rational numbers and integers, real numbers, geometry and measurement solution sets for open sentences, ratio and proportion.

**204 GEOMETRY FOR ELEMENTARY TEACHERS** 3 F,S  
*MAT 151 or 1 yr HS Algebra and 1 yr HS Geometry with cons inst. Not for credit maj min. Resource Center fee.*

Geometry relevant to grades K-8. Logic, incidence, separation, congruence, parallelism, similarity, coordinate systems, measurement, and constructions.

**205 MODERN ALGEBRA FOR ELEMENTARY TEACHERS** 3 F,S  
*MAT 151 or cons inst. Not for credit maj min. Resource Center fee.*

Algebraic concepts and structures relevant to grades K-8. Structure of familiar number systems compared to and contrasted with other mathematical systems.

**210 SYMBOLIC LOGIC** 3 US-A S  
*Also offered as PHI 210. Formerly MAT 365; MATHEMATICAL LOGIC.*

Introduction to proof theory. Formal deductive systems, especially propositional logic and predicate logic. Properties of deductive systems, such as consistency and completeness.

**211 EUCLIDEAN AND NON-EUCLIDEAN GEOMETRY** 4 F,S  
*MAT 115 or 135.*

Inductive and deductive study of Euclidean geometry; includes transformations, tessellations, polyhedra, classical theorems, introduction to non-Euclidean geometry.

**220 MATRIX ALGEBRA FOR BUSINESS AND SOCIAL SCIENCES 3 S**

*MAT 120. Not for credit maj min.*

Introduction to matrix algebra with applications to business and social sciences.

**231 VECTOR CALCULUS AND INFINITE SERIES 4 F**

*MAT 175 or cons inst. Not for credit if had MAT 116. Formerly MAT 176.*

Real and vector functions, sequences in Euclidean n-space, convergence and divergence of infinite series. Taylor and power series. Improper, multiple integrals.

**250 STATISTICS 3**

*MAT 110 or 120. Not for credit maj min.*

Survey of statistical concepts and methods used in wide range of disciplines to meet need of students in areas other than mathematics.

**283 PRINCIPLES OF DIGITAL COMPUTERS 3 F,S**

*Knowledge of compiler-level programming. Formerly MAT 368.*

Assembly languages. Writing assembly programs and subprograms and running them on campus systems.

**284 DATA STRUCTURES 3 F,S**

*MAT 283 or an A or B in PL/I and calculus or cons inst. Formerly MAT 369.*

Data representation and organization, optimum encoding, structuring of data, lists, stacks, trees, deques, queues, depiction of geometric objects, sorting, merging, and file maintenance.

**301 MATHEMATICAL TOPICS FOR ELEMENTARY TEACHERS**

*MAT 151 or cons inst. Not for credit maj min. Resource Center fee.*

Significant problems, viewpoints and trends in teaching of arithmetic. Research related to organization, content and techniques in this field.

**302 MATHEMATICAL TOPICS FOR JUNIOR HIGH TEACHERS 2 S**

*MAT 201 or 202 or tchg exper. Not for credit maj min. Resource Center fee.*

Problems, viewpoints and trends in teaching junior high school mathematics. Implication of logic and foundations of mathematics for teaching in this field.

**303 DIAGNOSIS AND REMEDIATION OF ELEMENTARY MATH LEARNING PROBLEMS 3 F,S**

*MAT 151 and 201 or cons inst. Resource center fee.*

Analysis of Diagnostic and Remediation Procedures utilizing concrete materials for children experiencing difficulties in elementary school mathematics.

**306 SET THEORY 3 S**

*MAT 175 or 251.*

Elementary logic, set algebra, relations and functions, axioms for set theory, equivalence, ordinals and cardinals.

**308 MATRIX THEORY 2 F**

*MAT 175 or 220 and FORTRAN or PL/I.*

Computational theory of matrices, matrix operations, inversion, solution to linear systems, eigenvalues and eigenvectors.

**310 NUMBER THEORY 3**

*MAT 116 or 175.*

Divisibility, primes, unique factorization, numerical functions, congruences, Diophantine equations, other topics.

**312 HIGHER GEOMETRY I 3**

**F,S**

*MAT 175 or 251.*

Investigation of affine and projective geometry from an algebraic standpoint; metric structures.

**313 HIGHER GEOMETRY II 3**

**F,S**

*MAT 312.*

Topological transformations on the Euclidean plane; projective plane; synthetic and analytic projective geometry, projective conics.

**315 INTRODUCTION TO ABSTRACT ALGEBRA I 3**

**F,S**

*MAT 175 or 251.*

Introduction to rings, including integers, fields, polynomials, homomorphisms, ideals, quotient rings, factorization, irreducibility.

**316 INTRODUCTION TO ABSTRACT ALGEBRA II 3**

**S**

*MAT 315.*

Introduction to groups, including permutation, symmetry and matrix groups, homomorphisms, normality, quotient groups, applications.

**317 LINEAR ALGEBRA 4**

**F,S**

*MAT 175 or 251.*

Vector spaces, linear transformations, dual space, inner product spaces, eigenvalues and eigenvectors, rational and Jordan canonical forms, quadratic and bilinear forms.

**320 HISTORY OF MATHEMATICS**

**TO 1600 2**

*MAT 116 or 136.*

Emphasis on Greek geometry, and growth of algebra and algebraic notation from early Mesopotamia through Renaissance.

**321 HISTORY OF MATHEMATICS**

**1600 TO PRESENT 2**

*MAT 175 or 251.*

Development of modern mathematics (analysis, algebra, geometry) and the people in the forefront, beginning with Descartes. Emphasis on 19th century.

**323 MATHEMATICS FOR THE**

**SECONDARY SCHOOL 3**

**F,S**

*MAT 211 and 315 or conc reg. Resource Center fee.*

Problems in selection, placement and teaching of secondary mathematics topics. Language and symbolism. Analysis of recent trends and practices.

**325 FINITE MATHEMATICAL**

**STRUCTURES 2**

**S**

*MAT 116 or 175.*

Methods of proof, finite algebra, partition and counting, stochastic processes, matrix algebra, theory of games and linear programming, application.

**335 ADVANCED CALCULUS I 3**

**F**

*MAT 117 and 175 or 231 or 251.*

Calculus of functions of several variables; Taylor's series of several variables, maxima and minima, Lagrange multipliers, multiple integration, Green's and Stoke's theorems.

**336 ADVANCED CALCULUS II 3**

**S**

*MAT 335.*

Content will vary. Topics may include introduction to Fourier series or differential geometry.

**340 DIFFERENTIAL EQUATIONS I 3** F,S  
*MAT 175 or 251 or cons inst.*

First order differential equations, linear differential equations, series solutions, systems of linear differential equations, applications.

**341 DIFFERENTIAL EQUATIONS II 3** S  
*MAT 340 and 117, or 231, or 251.*

Numerical solutions, Laplace transform, theory of first order equations, theory of linear differential equations, Sturm theory, Sturm Liouville theory, Fourier series, introduction to partial differential equations with applications to the heat and wave equations.

**347 INTRODUCTION TO REAL ANALYSIS I 4** F  
*MAT 231 and 251 or 117 and 175.*

The real number system, topology of metric spaces, sequences, continuous functions, uniform convergence, differentiation, Taylor's Theorem, Riemann integration, the fundamental theorem of calculus, infinite series, power series, the implicit function theorem.

**348 INTRODUCTION TO REAL ANALYSIS II 3** S  
*MAT 347.*

Differentiation, Taylor's theorem, Riemann-Stieltjes integration, uniform convergence, Stone-Weirstrauss theorem, power series expansions, Fourier series.

**349 COMPLEX ANALYSIS I 3** F  
*MAT 117 and 175 or 231 or 251.*

Analytic function theory, complex plane, differentiability and analyticity, Cauchy's theorem. Taylor series and Laurent series.

**350 MATHEMATICAL STATISTICS I 3** F,S  
*MAT 117 or cons inst.*

Sample spaces, random variables, frequency functions, linear functions of random variables, nature of statistical functions, moment generating function, applications.

**351 MATHEMATICAL STATISTICS II 3** F,S  
*MAT 350.*

Correlation and regression equations, development of Chi-square, Student's t and F distributions, likelihood ratio tests, analysis of variance and non-parametric methods.

**362 COMPUTER-EXTENDED MATHEMATICS FOR SECONDARY SCHOOLS 3** S  
*Calculus and C in MAT 168 or knowledge of programming.*

Techniques of illustrating, deriving, and discovering mathematical concepts of the secondary curriculum by digital computer.

**366 BOOLEAN ALGEBRA AND LOGICAL DESIGN 3** F  
*MAT 116, 175 or 121.*

Switching circuits, Boolean algebra as model for propositional calculus, logical design of digital computers, logical programming.

**370 NUMERICAL ANALYSIS 3** F  
*MAT 175, 308.*

Interpolation and approximation, error analysis, integration, techniques for solving differential equations, root finding, matrix manipulation.

**372 INTRODUCTION TO FINITE AUTOMATA AND FORMAL LANGUAGES 3** S  
*MAT 315 or cons inst.*

Finite deterministic automata including sequential and 2-way multitape automata. Formal languages and grammars, general systems theory.

**375 INTRODUCTION TO TOPOLOGY 3** S  
*MAT 117 and 175 or 231 or 251.*

Topology of metric spaces, introduction to general topological spaces, and other topics.

**383 PRINCIPLES OF OPERATING SYSTEMS 3** S  
*MAT 283, 284.*

Functional criteria for operating system design. Job management, task management, data management, resource allocation and dump and trace facilities.

**384 EXTERNAL DATA STRUCTURES 3** F  
*MAT 284 or a two-semester sequence in a computer language or cons inst.*

Data structures for processing files using mass storage devices; physical and functional device characteristics; access methods and utilities; control language(s).

**390 INDEPENDENT STUDY 1-3** F,S

## Philosophy

**Chairperson:** Kenton Machina, 412 Stevenson Hall.

**Faculty:** Professor: Kennard. Associate Professor: Machina. Assistant Professors: Andrade, Cadieux, Gorr, Gowen, Kline, Rosenbaum.

## Philosophy Programs

Degrees Offered: B.A., B.S. Further Information: Department of Philosophy. Separate liberal arts and teacher education (minor only) programs.

**MAJOR IN PHILOSOPHY**

- 27 hours in Philosophy.
- Required PHI courses by area: 110 or 210 (Logic); 254 and 255 (History of Philosophy); 232 (Ethics); 361 and 362 (Epistemology and Metaphysics); at least two additional courses at the 200 level or 300 level.

Each major works out a coherent program of supporting courses tailored to the student's needs in consultation with a faculty adviser.

**MINOR IN PHILOSOPHY**

- 18 hours in Philosophy required.
- Required PHI courses by area: 110 or 210 (Logic); 254 and 255 (History of Philosophy); at least 9 additional hours in PHI, but not more than two 100 level courses may count for the minor.

**MINOR IN PHILOSOPHY EDUCATION**

- 21 hours in Philosophy required.
- Required PHI courses by area: 110 or 210 (Logic); 254 and 255 (History of Philosophy); 232 or 240 or 242 (Ethics); 360 or 361 or 362 (Epistemology or Metaphysics); at least 6 additional hours in PHI with at least one 200 or 300 level course.

**Notes on Philosophy Programs:** Students wishing to minor in Philosophy are requested to inform the department of their intention and are invited to discuss their program with an adviser in the Department of Philosophy.

# Philosophy Courses

Freshmen wishing to select a Philosophy course should normally enroll in a 100-level course. Other students may begin with any 100 or 200-level course. Courses at the 300 level presuppose at least one course in Philosophy or consent of the instructor.

## 101 BASIC ISSUES IN

**PHILOSOPHY** 3 US-B F,S  
*Formerly PHI 130: INTRODUCTION TO PHILOSOPHY.*

An introduction to traditional philosophical issues, e.g., knowledge, reality, freedom, God, and morality.

**110 THINKING LOGICALLY** 3 US-A F,S  
*Formerly LOGIC.*

Principles and techniques of correct reasoning and logical thinking.

## 120 PHILOSOPHY OF RELIGION

3 US-B F,S

Evaluation of the evidence for certain basic religious belief concerning the existence of God, the occurrence of miracles, evil, religious experience, faith, etc.

## 138 MORAL AND

SOCIAL VALUES 3 US-B F,S  
*Formerly SOCIAL PHILOSOPHY (PHI 100 in 74-75 catalog).*

Examination of current social issues — e.g., abortion, capital punishment, etc. — in light of differing views concerning moral and social principles.

## 203 EXISTENTIALISM

3 US-B S

Examination of existentialist themes — such as absurdity, authenticity, freedom, meaninglessness, alienation, and subjectivity — and their relevance to 20th century society.

## 207 ORIENTAL PHILOSOPHY

3 US-B

An examination of the philosophical traditions of the Orient.

## 209 PHILOSOPHY OF HISTORY

3 US-B

Speculative and analytical approaches to problems of historical objectivity, knowledge, inevitability, explanation, and pattern or progress in history.

## 210 SYMBOLIC LOGIC

3 US-A S

*Also offered as MAT 210.*

Introduction to proof theory. Formal deductive systems, especially propositional logic and predicate logic. Properties of deductive systems, such as consistency and completeness.

## 220 RELIGION, REASON

AND FAITH 3 US-B S

*Formerly PHI 320: TOPICS IN PHILOSOPHY OF RELIGION.*

Examination of the respective roles of reason and faith in religious belief systems. How do we decide which religion — if any — to accept?

## 232 ETHICS

3 US-B F

Examination of major thinkers. Discussion of problems concerning value, obligation, virtue, moral justification and moral standards.

## 239 PHILOSOPHY AND

THE ARTS 3 US-A F

*Formerly PHI 231: AESTHETICS.*

Analysis of problems and concepts encountered in discussing the nature, interpretation, appreciation, and criticism of art.

## 240 SOCIAL AND POLITICAL

PHILOSOPHY 3 US-B

S

*Formerly PHI 200: TOPICS IN SOCIAL AND POLITICAL PHILOSOPHY.*

Discussion of traditional and contemporary issues, e.g., human rights, theories of justice, Marxism, civil disobedience, punishment, and the end and limit of government.

## 242 PHILOSOPHY OF LAW

3 US-B F,S

*Formerly PHI 208.*

Evaluation of conflicting views concerning the nature of law, legal obligation, legal rights, and the justification of punishment.

## 250 PHILOSOPHY OF SCIENCE

3 US-B F

*Formerly PHI 211.*

The nature of scientific theories, methods, reasoning, hypotheses, laws, and explanations.

## 253 PHILOSOPHY AND THE

BEHAVIORAL SCIENCES 3 US-B

S

*Formerly PHI 206: PHILOSOPHY OF SOCIAL SCIENCE.*

Examination of philosophical issues raised by and relevant to the scientific study of human behavior.

## 254 ANCIENT AND MEDIEVAL

PHILOSOPHY 3 US-B

F

*Formerly HISTORY OF PHILOSOPHY I.*

Classical western philosophical ideas from earliest times to the 15th century. The pre-socratics, Socrates, Plato, Aristotle, Augustine, Aquinas, and others.

## 255 SEVENTEENTH AND EIGHTEENTH

CENTURY PHILOSOPHY 3 US-B

S

*Formerly HISTORY OF PHILOSOPHY II.*

Classical western philosophical ideas of the 17th and 18th century. Hobbes, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

## 305 TWENTIETH CENTURY

PHILOSOPHY 3 US-B

*One PHI course or cons inst. Formerly PHI 302: CONTEMPORARY PHILOSOPHY.*

Examination of major philosophical movements of the 20th century focusing on representative figures.

## 350 TOPICS IN THE HISTORY

OF PHILOSOPHY 3 US-B

*PHI 254 or 255 or cons inst. May be repeated.*

Intensive examination of some major figure or movement in the history of philosophy such as Plato, Kant, or British Empiricism.

## 360 PHILOSOPHY OF MIND

3 US-B F

*Two PHI courses or cons inst.*

Dualistic, materialistic and behavioristic theories of mind. Knowledge of other minds. Mental concepts like intention, dreaming, memory, and action.

## 361 THEORY OF KNOWLEDGE

3 US-B F

*Two PHI courses or cons inst.*

Classical and contemporary theories of knowledge. Problems of meaning, truth, certainty, a priori knowledge, induction, and perception.

## 362 METAPHYSICS

3 US-B S

*Two PHI courses or cons inst.*

Classical and contemporary metaphysical theories. Problems of substance, change, universals, time, space, mechanism, teleology, and freedom.

## 390 INDEPENDENT STUDY

1-3

*One PHI course, cons inst.*

# Physics

**Chairperson:** Harold J. Born, 104 Felmley Hall (Moulton Hall, Spring 1978).

**Faculty:** Professors: Born, Crew, Frahm, Schroeer. Associate Professors: Jesse, Luther, Young. Assistant Professors: Edwards, Fu, Greenseth, Schoenberger, Warren.

## Physics Programs

Degrees Offered: B.S. Further Information: Department of Physics. Separate liberal arts and teacher education programs.

The undergraduate program in physics at ISU is sufficiently flexible to meet the needs of students with any one or more of the following goals: (1) continued education in one of the allied fields such as astronomy, engineering, meteorology or oceanography, (2) secondary school teaching of physics or physical science, (3) industrial research and development, (4) liberal arts background for medicine, the allied health professions, patent law, technical sales, or industrial management, (5) continued study in physics at the graduate level, (6) becoming a scientifically educated person to live a more meaningful life in an increasingly technological society. Students are strongly encouraged to select those courses which are consistent with their goals and should consult with their academic advisers in planning an appropriate program.

### MAJOR IN PHYSICS

- 37 hours in Physics required.
- Required courses: PHY 110, 111, 220, 225, 230, 240, 252, 270 (3 hours); 9 hours of 300-level PHY courses; CHE 140 and 141 (or 150) also required for the major.

### MAJOR IN PHYSICS EDUCATION

- 36 hours in Physics required.
- Required courses: PHY 110, 111, 220, 240, 252, 270 (2 hours), 301; electives must be chosen from 200 level or above PHY courses; CHE 140 and 141 (or 150) also required for this major.

### MINOR IN PHYSICS

- 23 hours in Physics required.
- Required courses: PHY 110, 111, 252.

### MINOR IN PHYSICS EDUCATION

- 23 hours in Physics required.
- Required courses: PHY 110, 111, 252.

## Physics Courses

**100 ENERGY AND ENVIRONMENT 3 US-C F,S**  
*For non-science maj. Formerly SCIENCE AND SOCIETY.*

Scientific and technological aspects of social problems, emphasizing the energy crisis and related issues.

**101 INTRODUCTION TO ASTRONOMY 3 US-C F,S**  
*For non-science maj.*

Basic astronomy and recent developments in astronomy, including space travel, stellar evolution and cosmology.

**102 ASTRONOMY LABORATORY 1 US-C F,S**  
*PHY 101 or cons inst.*

Optional lab to complement and extend concepts developed in PHY 101.

**105 FUNDAMENTALS OF PHYSICS 4 US-C F,S**  
*HS Algebra or MAT 107. Not for credit if had PHY 108, 110 or equiv. For non-science maj. Lecture and laboratory.*

Applications of the principles of physics to everyday living.

**108 GENERAL PHYSICS 5 US-C F,S**  
*MAT 107 or 2 sem HS Algebra. Not for credit if had PHY 110 or equiv. Lecture and laboratory. First sem of a two-sem sequence.*

Mechanics, wave motion, sound, heat.

**109 GENERAL PHYSICS 5 US-C F,S**  
*PHY 108. Not for credit if had PHY 111 or equiv. Lecture and laboratory. Continuation of PHY 108.*

Magnetism, electricity, electronics, optics, and radiation.

**110 GENERAL PHYSICS 5 US-C F,S**  
*MAT 115 or 135 or conc reg. Not for credit if had PHY 108 or equiv. Lecture and laboratory.*

Same as PHY 108 utilizing concepts of calculus.

**111 GENERAL PHYSICS 5 US-C F,S**  
*PHY 110 and MAT 116 or 136 or conc reg. Not for credit if had PHY 109 or equiv. Continuation of PHY 110.*

**201 MODERN ASTRONOMY 3 US-C**  
*PHY 101 and HS Algebra. Not for credit maj min in PHY.*

Student-selected topics examined in light of related physical laws. Results of current space programs.

**220 MECHANICS 3**  
*PHY 109 or 111 and MAT 116 or 136.*

Particle kinematics and dynamics, oscillations, central force motion, rigid body dynamics.

**225 THERMAL PHYSICS 3**  
*PHY 109 or 111 and MAT 116 or 136 or conc reg.*

Thermodynamics, kinetic theory and statistical mechanics with applications to physics, chemistry, biology and engineering.

**230 OPTICAL PHYSICS 3**  
*PHY 109 or 111 and MAT 116 or 136.*

Optical systems, wave motion, interference and diffraction, electromagnetic waves.

**240 ELECTRICITY AND MAGNETISM 3 F**  
*PHY 109 or 111 and MAT 116 or 136.*

Electrostatics, electric and magnetic fields, AC and DC circuits, Maxwell's equations.

**252 MODERN PHYSICS 3**  
*PHY 109 or 111 and MAT 116 or 136.*

Atomic and molecular physics; introduction to relativity, quantum theory and solid state physics.

**270 ADVANCED LABORATORY IN PHYSICS 1-2**  
*F,S*  
*Six hours of 200-level PHY theory courses or cons inst. May be repeated Max 4 hrs.*

Use of precision instruments and performance of fundamental experiments.

**290 RESEARCH IN PHYSICS 1-3 F,S**  
*20 hrs PHY or cons dept chrpn. May be repeated. Max 3 hrs. 3 hrs conference, laboratory or library research per week for each hr of credit.*

Development of better understanding of significance of research in physics through study of a research problem.

**300 BASIC CONCEPTS OF PHYSICS** 3  
*HS Algebra. Not for credit maj min in PHY.*  
 Basic treatment of physics for teachers of elementary science.

**301 PROBLEMS IN THE TEACHING OF HIGH SCHOOL PHYSICS** 3 F,S  
*16 hrs in PHY or cons inst. For teaching majors only.*

Modern methods and problems confronting teachers of high school physics.

**302 MUNICIPAL AND INDUSTRIAL SCIENCE** 3  
*PHY 111, CHE 141, 6 hrs in CHE or PHY at 200 level.*

Field trips to municipal and industrial facilities, with coordinated lectures and discussion.

**315 ASTROPHYSICS** 3 F,S  
*PHY 109 or 111 and MAT 116 or 136.*

Planetary and stellar astronomy; structure and evolution of stars and galaxies; cosmology.

**320 MECHANICS** 3 F,S  
*PHY 220 and MAT 175 or 340.*

Transformations of coordinate systems; oscillations; calculus of variations; Lagrangian and Hamiltonian dynamics; rigid body dynamics.

**340 ELECTRICITY AND MAGNETISM** 3 F,S  
*PHY 240.*

Boundary value problems; electrical measurements; electromagnetic waves; selected topics.

**355 MOLECULAR AND SOLID STATE PHYSICS** 3 F,S  
*PHY 252, 225.*

Introduction to the spacial, dynamic and electric properties of condensed matter.

**375 ELECTRONICS FOR SCIENTISTS** 3 S  
*PHY 109 or equiv.*

The operation and design of electronic circuits and electronic instruments.

**382 RELATIVITY** 3 F,S  
*PHY 220, 240, 252.*

Relativistic mechanics, optics and electrodynamics. Tensors and introduction to general relativity including the Schwazschild solution and gravitational waves.

**384 INTRODUCTION TO QUANTUM MECHANICS** 3 F,S  
*PHY 252 and MAT 340.*

Mathematical formulation of quantum theory and applications to simple systems.

**385 ATOMIC PHYSICS** 3 F,S  
*PHY 384 or PHY 252 and cons inst. Formerly ADVANCED MODERN PHYSICS.*

Application of quantum theory to atomic systems including angular momentum theory, atomic structure and atomic transitions.

**387 METHODS OF MATHEMATICAL PHYSICS** 3 F,S  
*PHY 220 and 240 or cons inst.*

Vector calculus; partial differential equations of science and engineering; Fourier series and integrals; complex variables.

**388 PHYSICS AND COMPUTERS** 3 F,S  
*MAT 168, 115 or 135; PHY 109 or 111.*

Solution of physics problems by computer. Problems include electric circuits, classical and quantum waves, Monte Carlo techniques, data analysis.

## Political Science

**Chairperson:** Hibbert R. Roberts, 306 Schroeder Hall.  
**Faculty:** Professors: Kohn, H. Roberts, Verner, Zeidenstein. Associate Professors: Chung, Eimermann, Honan, Hunt, Mead, Monroe, Wilson. Assistant Professors: Cantrall, Colella, Elder, Gordon, Gueguen, Kiser, Muego, Payne, Pope, F. Roberts, Zins.

### Political Science Programs

**Degrees Offered:** B.A., B.S. **Further Information:** Department of Political Science. Identical liberal arts and teacher education programs. Students interested in Legal Studies should consult Dr. Eimermann.

The study of political science can be applied to a number of career areas. Information concerning the various areas, such as law, governmental employment, international opportunities, and teaching, is available from the department's undergraduate adviser.

#### MAJOR IN POLITICAL SCIENCE

- 30 hours in Political Science required and an additional 18 hours in related social science fields.
- Required courses: POS 105, 109; at least 3 hours in 4 of the 5 areas of (1) Political Philosophy, Theory, and Methodology, (2) American Politics, (3) Comparative Politics, (4) International Relations, and (5) Public Law and Public Administration; at least 18 hours selected from at least two of the areas of Anthropology, Economics, Geography, History, Philosophy, Psychology, and Sociology. POS 105 and 109 are required, but do not count toward the hours required in areas 1 and 2.

#### MINOR IN POLITICAL SCIENCE

- 18 hours in Political Science required.
- Required courses: POS 105, 109.

## Political Science Courses

In meeting program requirements in Political Science, the student should note that the courses are considered in areas, as follows:

1. Political Philosophy, Theory, and Methodology, 262, 263, 264, 313, 362, 363, 364.
2. American Politics: 211, 213, 215, 217, 221, 222, 223, 229, 310, 312, 321.
3. Comparative Politics: 141, 241, 242, 244, 245, 246, 306, 344, 345, 346, 347, 348.
4. International Relations: 251, 252, 253, 351, 354, 356.
5. Public Law and Public Administration: 231, 232, 315, 316, 317, 318, 329, 330, 331, 381.

Political Science courses not listed under an area count as electives toward the major and minor credit hours requirement. Students should consult the department adviser to learn which Selected Studies courses may satisfy area requirements.

**105 AMERICAN GOVERNMENT AND POLITICS** 3 US-D F,S

Surveys the entire U.S. political process, concentrating on the national level. Includes Constitutional structure, patterns of behavior, and policy-making institutions.

**109 INTRODUCTION TO POLITICAL INQUIRY** 3 US-D F,S  
*POS 105 rec.*

Acquaints the beginning student with major issues, systematic approaches, and research techniques involved in the study of politics.

**141 COMPARATIVE EUROPEAN GOVERNMENT** 3 US-D F,S

Structure, function, and political processes of European governments. Emphasis on Britain, Soviet Union, France, and West Germany.

**211 AMERICAN POLITICAL PARTIES** 3 US-D F,S

A contemporary description and appraisal of four elements of parties: organization, voters, parties in elections, and parties in government.

**213 CONGRESSIONAL POLITICS** 3 US-D F,S

Major congressional institutions and proposals for their reform, primarily through play of classroom game-simulations.

**215 AMERICAN JUDICIAL PROCESS** 3 US-D F,S

Introduction to the major elements of the judicial system: police, lawyers, juries, and judges. Concentrates on organization and behavior.

**217 AMERICAN PRESIDENCY** 3 US-D S

The presidency is examined pre-eminently as an office of political influence, decision-making, and policy implementation.

**220 CAMPAIGN POLITICS** 3 US-D

Consideration of campaign planning, management, and activities through reading, discussion, and supervised student campaign participation. Ordinarily scheduled to coincide with primary and general election years.

**221 AMERICAN STATE AND LOCAL GOVERNMENT** 3 US-D F,S

Structures and functions of state and local governments. Includes discussion of comparative state and local politics and policy outputs.

**222 URBAN POLITICS AND PROBLEMS** 3 US-D F,S

A systems analysis of the processes and interactions of the environmental, social, economic, and power components of urban political systems.

**223 BLACK POLITICS** 3 US-D F

A wide-ranging examination of the political activities of Black Americans, with emphasis on the present. Topics include interest group activities, voting and elections,

confrontation, leadership, ideology formation, and government policy.

**229 AMERICAN POLITICAL EXTREMISM** 3 US-D F

Examination of extremists, individuals, and movements in America; special emphasis on the present.

**231 PUBLIC ADMINISTRATION** 3 US-D F,S

Mission, structure, function, politics, and public policy development of public administration, including parameters of public finance and personnel.

**232 POLITICS AND PUBLIC POLICY** 3 F,S

Introduction to the political processes of public policy formation, including theories, and an analysis and evaluation of selected policy areas.

**241 BRITISH GOVERNMENT** 3 US-D F,S

Intensive study of the structure and process of the government of Britain and its political process.

**242 SOVIET GOVERNMENT AND POLITICS** 3 US-D F,S

A study of how the Soviet system works—its strengths, weaknesses and prospects. Both Soviet and western perspectives are discussed.

**244 POLITICS OF DEVELOPING AREAS** 3 US-D F

Analysis of the political systems of newly industrializing societies — primarily of Asia, but also of Latin America and Africa.

**245 REVOLUTIONARY LEADERSHIP** 3 US-D S

*May be repeated if content different.*

Investigation of the role of revolutionary leaders in the independence movements and political development of emerging nations.

**246 AFRICAN POLITICS** 3 F,S

Comparative analysis of African political systems, including such contemporary problems as the politics of race, nation building, and economic development.

**251 INTERNATIONAL RELATIONS** 3 US-D F,S

*Examination of the international political system; focuses upon factors that influence inter-nation behavior.*

**252 INTERNATIONAL ORGANIZATIONS** 3 US-D S

Introduction to the role of international organizations in world affairs and policies of individual nations and private groups.

**253 FOREIGN POLICIES OF MAJOR POWERS** 3 US-D F

A comparative analysis of the objectives, formulation, and implementation of foreign policies of the U.S., U.S.S.R., China, and other powers.

**262 MODERN POLITICAL PHILOSOPHY** 3 US-D F,S

From Machiavelli through Marx.

**263 COMMUNIST POLITICAL THOUGHT** 3 US-D F,S

A critical analysis of Marxist theory, its origins, development, and ideological significance.

**264 PERSONALITY AND POLITICS** 3 US-D F,S

Introductory consideration of psychological factors useful for the analysis of political behavior.

**306 REGIONAL AND AREA STUDIES** 1-9 US-E

*Cons inst. Usually given cooperatively with other depts.*

Intensive study of particular lands, environments, cultures, and peoples.

**310 VOTING AND ELECTIONS** 3 US-D F

Intensive investigation of U.S. voting behavior and electoral process; includes instruction in analysis techniques.

**312 PUBLIC OPINION 3 US-D F,S**  
*POS 105 or SOA 106.*

Includes attention to social and psychological bases of public opinion, current trends, methods of measurement, and opinion-policy linkages.

**313 COLLECTIVE DECISION-MAKING 3 US-D S**

Game theory approach to decision-making in large groups, including legislatures, unions, oligopolies, bureaucratic organizations, and inter-nation negotiations.

**315 CONSTITUTIONAL LAW: FUNCTIONS AND POWERS 3 US-D S**

Major Supreme Court decisions on federalism, separation of powers, taxation, commerce, voting, and citizenship.

**316 CONSTITUTIONAL LAW: CIVIL LIBERTIES 3 US-D F**

Major Supreme Court decisions involving rights of the accused, discrimination, free expression, and freedom of religion.

**317 POVERTY LAW 3 F,S**

An examination of political and legal responses to the problems of the poor. Major legal innovations in landlord-tenant, consumer, and welfare rights are studied.

**318 ADMINISTRATIVE LAW 3 S**

An overview of administrative law topics such as legislative, executive, and judicial control of administrative actions, public and private access to information, the administrative hearing process and other due process concerns.

**321 COMMUNITY POWER AND POLITICS 3 F,S**

Introduction to community research techniques. Substantive analysis of community power studies. Emphasis on local government structure and politics and the structure and politics of community social services.

**329 INTERGOVERNMENTAL RELATIONS 3 US-D F**

Federalism in theory and practice, focusing on U.S.; politics and policy in intergovernmental contexts; recent initiatives and current problems.

**330 PROBLEMS OF PUBLIC ADMINISTRATION 3 US-D F,S**

*May be repeated if content different.*

Varied approaches to problems relevant to public policy, organization development, management, staff, or personnel concerns, or applied behavioral techniques.

**331 PUBLIC PERSONNEL ADMINISTRATION 3 US-D**

The personnel process in American bureaucracy; matching the individual and the job; employer-employee relations; employee motivation; problems and prospects.

**344 POLITICAL DEVELOPMENT AND NATION BUILDING 3 US-D F,S**

Analysis of newly industrializing societies, featuring discussion of major social and psychological theories of political change and development.

**345 ASIAN POLITICS 3 US-D**

*May be repeated.*

Comparative studies in the government and politics of selected Asian nations.

**346 CENTRAL AMERICAN POLITICS 3 US-D**

Politics of Central American integration and politics of the six countries of the Isthmus.

**347 SOUTH AMERICAN POLITICS 3 US-D**

Politics of development and regional integration in South America, using selected countries as examples.

**348 VIOLENCE AND MODERNIZATION 3 US-D**

Theoretical analysis of major political "breakdowns" (turmoil to civil war) in contemporary societies, particularly those in the developing world.

**351 INTERNATIONAL LAW 3 US-D S**

Political nature, legal principles, and juridical procedures and cases of contemporary international law.

**354 SOVIET FOREIGN POLICY 3 US-D F,S**

A study of the strengths and weaknesses of Soviet foreign policy. Focuses on the foreign policy decision-making system, on intentions and capabilities.

**356 AMERICAN FOREIGN POLICY 3 US-D F,S**

An analysis of the formulation, implementation, and content of American foreign policy.

**362 CLASSICAL POLITICAL PHILOSOPHY 3 US-D F,S**

Introduction to the origin and development of inquiry about man's life in political association.

**363 AMERICAN POLITICAL THEORY 3 US-D F,S**

*Previous exposure to political theory assumed.* Political ideas of recent and contemporary American thinkers.

**364 CONTEMPORARY POLITICAL THOUGHT 3 US-D F,S**

Survey of major political theories between the end of the 19th century (since Marx) and the present.

**381 INTRODUCTION TO PARALEGALISM 3 F,S**

*Cons inst.*

An analysis of the role of paralegals in the judicial process, and a study of the paralegal skills necessary to qualify for participation in POS 391.

**390 PUBLIC SERVICE INTERNSHIP 1-6 F,S**

*Cons inst.*

Planned, supervised experience in a governmental or community organization, providing on-the-job training and introduction to public service careers.

**391 PARALEGAL INTERNSHIP 1-6 F,S**

*POS 381 and cons inst. May be repeated. Max 6 hrs.*

The course provides field experience for students working in internships involving paralegal skills.

## Psychology

**Chairperson:** Macon L. Williams, 435 DeGarmo Hall.  
**Faculty:** Brown, Cashen, Crist, Fitzpatrick, Friedhoff, Gamsky, Gnagy, Hogan, Jacks, Johnson, Lemke, McCay, Ramseyer, Vernon. **Associate Professors:** Berk, Carrington, Chesebro, Gill, Grue, Lamb, Leicht, Lewis, Rumery, Schmaltz, Schmidt, J. Williams, M. Williams. **Assistant Professors:** Beehr, Berger, Bergner, Chalmers, Gilmore, Goebel, Goldstein, Hoover, House, Hutter, Manelis, Moore, Redding, Reeder, Sodetz, Vinitsky.

# Psychology Programs

Degrees Offered: B.A., B.S. Further Information: Department of Psychology. Separate liberal arts and teacher education programs.

All students seeking a major in Psychology are required to take Mathematics 110 or 120 depending on high school mathematics completed. Students who have the equivalent of either 110 or 120 or who earn sufficiently high scores on the Mathematics Placement Test are exempt from this requirement.

## MAJOR IN PSYCHOLOGY

- 27 hours in Psychology required.
- Required courses: PSY 111, 330, 331, 340.
- All majors, after consultation and agreement with their advisers, may select the balance of their program from among all other courses offered by the department, except that not more than 12 hours of 100 level PSY courses or courses transferred from community colleges may count toward the major.

**Concentrations:** All majors should be aware that the department has delineated various concentrations which can be useful in planning the student's total academic program at ISU. Although not prescribed or required, the advisement plans for the concentrations are useful for students who have some idea as to the career they wish to pursue after graduation. The areas of concentration are: General (an area designed for students who wish to enroll in courses representing a broader range of content), Social Service, Business and Industrial, Teaching Psychology in the Schools, Graduate (designed for students anticipating graduate study in Psychology). Majors should seek more information about the concentrations from the department academic advisers.

## MAJOR IN PSYCHOLOGY EDUCATION

- 32 hours in Psychology required; requirements are otherwise identical to major in Psychology.

## MINOR IN PSYCHOLOGY AND PSYCHOLOGY EDUCATION

- 21 hours in Psychology required.
- Required courses: PSY 111, 330, 340.

**Honors in Psychology:** The department offers honors work for superior students majoring in Psychology. In order to qualify the student must have achieved senior standing at the University, have achieved a university GPA of 3.00 or better and have a GPA of 3.50 or better in PSY course work. Finally, the student must complete a senior thesis (worth at least 3 semester hours credit and registered for PSY 299-Independent Honors Study) which satisfies the usual canons of scholarship. The student completing the program may choose to present the thesis at an Honors Colloquium.

# Psychology Courses

## 111 GENERAL PSYCHOLOGY 3 US-D F,S

*Students may be expected to participate in experiments.*

Introduction to the discipline of psychology as the scientific study of behavior with emphasis on general principles.

## 112 CHILD AND ADOLESCENT DEVELOPMENT 3 US-D F,S

*PSY 111. Not for credit maj or if had PSY 301, 302 or C&I 210.*

Physical, social, emotional and mental development of the child from conception through adolescence.

## 131 SOCIAL PSYCHOLOGY 3 US-D F,S

*PSY 111 or SOA 106. Also offered as SOA 131.*

Scientific study of behavior as influenced by other individuals; communication, motivation, differential social and cultural factors in personality; social interaction.

## 201 PSYCHOLOGICAL PRINCIPLES APPLIED TO CORRECTIONAL REHABILITATION 3 F,S

*COR 101, PSY 111. Also offered as COR 201.*

Psychological concepts related to the behavior and treatment of offenders.

## 215 EDUCATIONAL PSYCHOLOGY 3 F,S

*PSY 111. Designed for prospective high school teachers.*

Application of psychology to education covering human learning in school setting; evaluation and measurement of learning outcomes, developmental factors and learning, and social factors of learning.

## 230 BUSINESS AND INDUSTRIAL PSYCHOLOGY 3 F,S

*PSY 111.*

Behavioral factors related to business and industry. Personnel practices, individual-group interaction, leadership and morale, fatigue and safety and consumer behavior.

## 232 PERSONALITY 3824 F,S US-D F,S

*PSY 111. Formerly PSYCHOLOGY OF ADJUSTMENT.*

Representative personality theories and how they interact in today's society with normal and pathological patterns and the modification of these patterns.

## 290 SPECIAL PROJECTS 1-6 F,S

*Cons dept chrpn and inst.*

Majors in psychology can pursue areas of special interest independently and/or work on special projects. Community as well as University facilities are available.

## 292 PSYCHOLOGY SEMINAR 2

*Senior standing, maj or min only.*

Detailed study of specific area within the discipline.

## 301 DEVELOPMENTAL PSYCHOLOGY I 3 F,S

*PSY 111.*

Motor, cognitive, and emotional development and personality growth of children, birth through pre-adolescence.

## 302 DEVELOPMENTAL PSYCHOLOGY II 3 F,S

*PSY 111.*

Motor, cognitive, and emotional development and personality growth of the adolescent.

## 305 PSYCHOLOGY OF WOMEN 3 S

*PSY 111.*

An examination of psychological research to place in scientific perspective the etiology and behavioral consequences of female and male-oriented attitudes.

## 320 HISTORY AND SYSTEMS OF PSYCHOLOGY 3 F,S

*12 hrs of PSY.*

Historical antecedents of modern psychology, beginning with Aristotle. Examination of modern psychology from a systematic point of view.

<b>330 EXPERIMENTAL PSYCHOLOGY I</b>	<b>3</b>	<b>F,S</b>	
<i>PSY 111. Conc reg in PSY 340 rec.</i>			
Philosophy of science and inquiry with emphasis on experimental methodology and some application of principles through laboratory experimentation and demonstration.			
<b>331 STUDIES IN EXPERIMENTAL PSYCHOLOGY</b>	<b>3</b>	<b>F,S</b>	
<i>PSY 330, 340, or cons inst. May be repeated if content different.</i>			
Individualized research course focusing on particular content areas. Sections concentrate in different areas.			
<b>333 PRINCIPLES OF BEHAVIOR MODIFICATION</b>	<b>3</b>	<b>F,S</b>	
<i>PSY 111. Formerly EXPERIMENTAL ANALYSIS OF BEHAVIOR.</i>			
Principles of behavior modification with an emphasis upon their use in a variety of educational and clinical settings.			
<b>334 PSYCHOLOGICAL MEASUREMENT</b>	<b>3</b>	<b>F,S</b>	
<i>PSY 111.</i>			
Selection, evaluation, and interpretation of psychological tests, with emphasis on basic theory. Tests are considered as indicators of constructs in specific decision situations.			
<b>335 INTRODUCTION TO MATHEMATICAL PSYCHOLOGY</b>	<b>3</b>	<b>S</b>	
<i>PSY 111 and MAT 110 or 120.</i>			
Role of mathematics in psychological theory. Application of mathematical models in measurement, learning, perception and choice.			
<b>340 STATISTICS I</b>	<b>3</b>	<b>F,S</b>	
<i>PSY 111 or SOA 106. Also offered as C&amp;I 340 and SOA 340.</i>			
Application and interpretation of basic statistics used in the behavioral sciences: descriptive statistics, simple hypothesis testing and two-variable regression.			
<b>346 PSYCHOLOGY OF EXCEPTIONAL CHILDREN</b>	<b>2</b>	<b>F,S</b>	
<i>PSY 301 or 302 or C&amp;I 210 or cons inst.</i>			
Intellectual, emotional, physical, or social deviations in individuals which create a need for modifications in their education, training, as well as treatment.			
<b>347 BEHAVIOR DISORDERS IN CHILDREN</b>	<b>3</b>	<b>F,S</b>	
<i>PSY 111.</i>			
Medical, psychological, sociological aspects of behavioral disorders of children.			
<b>348 MENTAL RETARDATION</b>	<b>3</b>	<b>F,S</b>	
<i>PSY 215 or C&amp;I 210.</i>			
Medical, psychological and sociological characteristics and behavior of the mentally retarded. Methods of classification, causes and rehabilitative aspects.			
<b>350 PSYCHOPATHOLOGY</b>	<b>3</b>	<b>F,S</b>	
<i>12 hrs of PSY.</i>			
Behavior disorders; neuroses, psychoses, character disorders, mental deficiencies, and other psychopathological conditions.			
<b>352 HUMAN ABILITIES</b>	<b>3</b>	<b>F</b>	
<i>PSY 334.</i>			
Nature, assessment and organization of human abilities. Empirical and theoretical analysis of genetic and environmental factors in development of abilities.			
<b>360 LEARNING</b>	<b>3</b>	<b>F,S</b>	
<i>PSY 111.</i>			
Experimental data bearing on the problem of human learning; learning theory; learning data and theory in relation to applied problems.			
<b>361 PERCEPTION</b>	<b>3</b>	<b>F,S</b>	
<i>9 hrs of PSY.</i>			
Cognitive processes and their relationship to other processes. Relationship of sensation, attention, and memory to perception and factors influencing perception.			
<b>363 PHYSIOLOGICAL PSYCHOLOGY</b>	<b>3</b>	<b>F,S</b>	
<i>9 hrs of PSY and BSC 100.</i>			
Neurophysiological and biochemical substrates of behavioral processes including sensori-motor, perceptual, motivational, emotional and intellective behaviors.			
<b>364 MOTIVATION</b>	<b>3</b>	<b>F,S</b>	
<i>9 hours of PSY.</i>			
Evolution of basic concepts leading to contemporary explanation of determiners of action with application to vocational, social and educational areas.			
<b>365 DYNAMICS OF SOCIAL BEHAVIOR</b>	<b>3</b>	<b>F,S</b>	
<i>PSY 131.</i>			
An overview of the explanations for various aspects of social behavior, e.g., interaction, attitudes, person perception, etc.			

## Sociology- Anthropology

**Chairperson:** Dorothy Lee, 206 Schroeder Hall.  
**Faculty:** Sociology: Professors: Baker, Davis, Grupp, Hickrod, Keeley, Pohlmann, Schmitt, Thomas. Associate Professors: Eaton, Ferrell, Lee, Leonard, Tolone, Walsh. Assistant Professors: Clifton, Dale, Griffin, Heyl, Kennedy, Pocs, Stivers. Instructors: Appelbaum, Griffin, Hicklin. Faculty Associate: Haynes.  
 Anthropology: Professor: Jelks. Assistant Professors: Calavan, Dirks, Nickels, Reyman. Social Work: Associate Professors: Gerard, Moran, Pratt. Assistant Professors: Baptiste, Crooks, McKorkel.

## Sociology Programs

Degrees Offered: B.A., B.S. Further Information: Department of Sociology-Anthropology. Identical liberal arts and teacher education programs, except that HIS 390 is required for students who are candidates for certification in secondary education.

### MAJOR IN SOCIOLOGY

- 30 hours in Sociology required and 18 hours in related fields.
- Required courses: SOA 106, 340, 370, 371, and electives to complete 30 hours; at least 18 additional hours in the social-behavioral sciences of Anthropology, History, Economics, Political Science, and Psychology, with at least 3 hours in Anthropology, Economics, and Psychology and not more than 6 hours in any one field counted toward the 18 hour requirement. No Anthropology or Social Work course may be counted toward the 30 hours in Sociology required for the major.

**MINOR IN SOCIOLOGY**

- 18 hours in Sociology required.
- Required course: SOA 106. No Anthropology or Social Work course may be counted toward the 18 hours in Sociology required for the minor.

**Anthropology Programs**

Degrees Offered: B.A., B.S. Further Information: Department of Sociology-Anthropology. Identical liberal arts and teacher education programs, except that HIS 390 is required for students who are candidates for certification in secondary education.

**MAJOR IN ANTHROPOLOGY**

- Minimum of 30 and maximum of 45 hours in Anthropology required.
- Required courses (18 hours): SOA 180, 182, 183, 285, 286, 380.
- Electives (12 hours) selected from among other Anthropology courses.

Students will be advised in individual consultation to take a number of supporting courses in cognate disciplines. The program in cognates may emphasize either the social sciences or the natural sciences, reflecting the student's primary interest in cultural anthropology, biological anthropology, or archeology. No Sociology or Social Work course may be counted toward the 30 hours in Anthropology required for the major.

**MINOR IN ANTHROPOLOGY**

- 18 hours in Anthropology required.
- Required courses: SOA 180, 182, 183.

Additional Anthropology electives will be recommended on an individual basis. No Sociology or Social Work course may be counted toward the 18 hours in Anthropology required for the minor.

**Social Work Program**

Degrees Offered: B.A., B.S. Further Information: Department of Sociology-Anthropology. Liberal arts only program; no teacher education program available.

**COMPREHENSIVE SOCIAL WORK MAJOR**

Total of 53 hours required, including 21 hours in Foundation courses and 32 hours in Core courses in Social Work.

- 21 hours required in Social Work Foundation courses:
- Required courses (15 hours): ECO 100; POS 105 or 215; PSY 111; SOA 106, 371.
- Elective courses (6 hours) selected from among BSC 100; PSY 112, 301, 302; SOA 180, 261, 262, 264, 272, 332, 384.
- 32 hours required in Social Work Core courses, including SOA 221, 222, 223, 325, 335, 368, (6 hours), 378 (8 hours), 391. Suggested electives include COR 101, C&I 109, 312, PHI 138, POS 264, SOA 107, 131, 260, 263, 282, 287, 323, 342, 366, 370, or other relevant courses selected in consultation with the student's Social Work adviser.

**Admission to the Social Work Major:** In order to be accepted for admission to the Social Work program, a student must have at least 60 semester hours of credit and must have completed SOA 221 with a grade of C or better. The applicant's grade point average must be 2.5 or better, and the student must have had, or be currently involved in, a volunteer or paid work experience in a social welfare agency. Students are required to make a formal application to the Social Work faculty for admis-

sion to the program and should make application during the semester in which the student expects to complete 60 semester hours or more. Further information on admissions procedures is available in the Sociology-Anthropology Department.

**Sociology Courses****106 INTRODUCTION TO SOCIOLOGY 3 US-D F,S**

Structure and dynamics of human society. Concepts of culture, socialization, stratification, collective behavior, family, minority relations, population, crime.

**107 SOCIAL PROBLEMS 3 US-D F,S  
SOA 106.**

The scientific study of social problems. Topics to be discussed: introduction to social problems, mental disorders, drugs and alcohol, crime and delinquency, sexual deviance, inequality, family disorganization, work, community disorganization, violence, population crisis, and environmental crisis.

**131 SOCIAL PSYCHOLOGY 3 US-D F,S  
SOA 106 or PSY 111. Also offered as PSY 131.**

Scientific study of behavior as influenced by other individuals, communication, motivation, differential social and cultural factors in personality, social interaction.

**260 SOCIAL STRATIFICATION 3 US-D F,S  
SOA 106. Formerly SOA 160.**

Theories and character of social class systems, differential class behavior, mobility, power relationships, and caste and estate systems.

**261 THE COMMUNITY 3 US-D F,S  
SOA 106.**

Structure and function of the community. Changes in community; power, leadership, community organization.

**262 MARRIAGE AND THE FAMILY 3 US-D F,S  
SOA 106.**

Origins and control of deviant behavior: functions and deviance, and reabsorption of the deviant.

**264 MINORITY RELATIONS 3 US-D F,S  
SOA 106. Formerly MINORITY PEOPLES.**

Ethnic, racial, and other minority groups. Problems arising from fusion of cultures such as prejudice and discrimination; interpretation of values.

**267 POPULATION 3 US-D F,S  
SOA 106.**

Factors affecting population changes; migration, birth and death rates; population numbers and quality; significance of population size, growth, and decline for society.

**268 SOCIOLOGY OF RELIGION 3 US-D F,S  
SOA 106.**

Functions and origins of religion; impact of religion on individual, society and culture: social forces affecting religion.

**332 SMALL GROUPS 3 F,S  
SOA 131 or PSY 131.**

Conditions affecting interaction in small groups, the small group as an ongoing social system. Limited research project.

<b>333 SOCIALIZATION OF THE INDIVIDUAL</b>	<b>3</b>	<b>F,S</b>
<i>SOA 106 or PSY 111.</i>		
A social psychological approach. Childhood and adulthood socialization are examined from the perspectives of symbolic interactionism, role theory, reference group theory, and self theory. Pragmatic implications are considered.		
<b>340 STATISTICS I</b>	<b>3</b>	<b>F,S</b>
<i>SOA 106 or PSY 111. Also offered as C&amp;I 340 and PSY 340.</i>		
Application and interpretation of basic statistics used in the behavioral sciences; descriptive statistics, simple hypothesis testing and two-variable regression.		
<b>341 SOCIOLOGY OF SEX ROLES</b>	<b>3</b>	<b>F,S</b>
<i>SOA 106 or PSY 111.</i>		
Application of culture concepts, status, role and self concepts, and socialization concepts toward the explanation of sex differences in social behavior. Institutionalized and social change processes are examined.		
<b>342 HUMAN SEXUALITY</b>	<b>3</b>	<b>F,S</b>
<i>SOA 106 or PSY 111.</i>		
The sociological, psychological, and physiological aspects of human sexuality. Societal norms and values; female-male attitudes; actual behavior; variance and disorders; myths and fallacies.		
<b>350 SOCIOLOGY OF EDUCATION</b>	<b>3</b>	<b>F,S</b>
<i>SOA 106.</i>		
Sociological perspective on educational systems. Relationship of the educational system to other institutions, organizational characteristics and social factors influencing behavior of students.		
<b>365 JUVENILE DELINQUENCY</b>	<b>3</b>	<b>F,S</b>
Delinquency as a social and legal problem; theories of delinquency, the juvenile court; prevention and treatment.		
<b>366 CONTEMPORARY SOCIAL MOVEMENTS</b>	<b>3</b>	<b>F,S</b>
<i>SOA 106.</i>		
Patterns of collective behavior; structure and functions of social movements. Examination of several social movements, analysis of morals, leadership and control.		
<b>367 CRIMINOLOGY</b>	<b>3</b>	<b>F,S</b>
Criminological theory and practice. Crime as a social and legal problem. The administration of justice.		
<b>369 SOCIAL CHANGE</b>	<b>3</b>	<b>F,S</b>
<i>SOA 106 or cons inst.</i>		
An investigation of social change theory; case studies of change in developing societies undergoing "modernization"; the dynamics and consequences of planned social change.		
<b>370 HISTORY OF SOCIOLOGICAL THOUGHT</b>	<b>3</b>	<b>F,S</b>
<i>SOA 106.</i>		
Analysis and appraisal of classical works in sociology from mid-nineteenth century to the present.		
<b>371 INTRODUCTION TO SOCIOLOGICAL RESEARCH</b>	<b>3</b>	<b>F,S</b>
<i>SOA 106.</i>		
Convergence of theory and research; design of inquiry, measurement, survey design, data collection, analysis and interpretation. Research projects are part of the course.		

## Anthropology Courses

<b>180 INTRODUCTION TO CULTURAL ANTHROPOLOGY</b>	<b>3</b>	<b>US-D</b>	<b>F,S</b>
Examination of human culture in past and present societies.			
<b>182 PRINCIPLES OF BIO-ANTHROPOLOGY</b>	<b>3</b>	<b>US-D</b>	<b>F,S</b>
<i>Formerly INTRODUCTION TO PHYSICAL ANTHROPOLOGY.</i>			
Introduction to the evolutionary and biological nature of humans, physical attributes, primate and human evolution, human variation and adaptation, and the interrelationship of human biology and behavior.			
<b>183 PRINCIPLES OF ARCHAEOLOGY</b>	<b>3</b>	<b>US-D</b>	<b>F</b>
<i>SOA 180 or 182.</i>			
Principles, methods and techniques of locating and excavating archaeological sites, interpreting archaeological data, and reconstructing culture history.			
<b>272 NORTH AMERICAN INDIANS</b>	<b>3</b>		<b>S</b>
<i>SOA 180. Formerly SOA 382: THE AMERICAN INDIAN.</i>			
Comparative survey of selected historic and modern Native American cultures.			
<b>280 ARCHAEOLOGY OF THE MIDWEST</b>	<b>3</b>		
<i>SOA 183.</i>			
Prehistoric Indian populations of the Midwestern United States, including Paleo-Indian, Archaic, Woodland, and Mississippian peoples, from late Pleistocene to the historic period.			
<b>281 PRINCIPLES OF ETHNOLOGY</b>	<b>3</b>	<b>US-D</b>	<b>F</b>
<i>SOA 180.</i>			
Theory and method in cross-cultural analysis.			
<b>282 URBAN ANTHROPOLOGY</b>	<b>3</b>	<b>US-D</b>	<b>S</b>
<i>SOA 180 or cons inst.</i>			
Theory and research in urban anthropology; migration and urbanization in Western and non-Western societies.			
<b>283 PREHISTORY OF NORTH AMERICA</b>	<b>3</b>	<b>US-D</b>	<b>F</b>
<i>SOA 180.</i>			
Prehistoric cultures of North America, from late Pleistocene to the occupation of the continent by Europeans. Origin and development of cultural patterns traced; current problems examined.			
<b>285 ETHNOGRAPHIC SURVEY</b>	<b>3</b>		<b>S</b>
<i>SOA 180.</i>			
The study of ethnography as a descriptive mode including an in-depth consideration of selected cultural groups.			
<b>286 HUMAN EVOLUTION</b>	<b>3</b>		<b>S</b>
<i>SOA 182.</i>			
A detailed survey of the principal fossil discoveries, controversies, and proposed models of human biological evolution.			
<b>290 PRIMATE STUDIES</b>	<b>3</b>		<b>S</b>
<i>SOA 180 or 182.</i>			
Concentrated examination of various aspects of the primates: their biology, behavior, evolution, and significance for understanding human nature.			

**306 REGIONAL AND AREA STUDIES** 1-9 US-E F,S  
*Cons of inst. Usually given cooperatively with other departments.*

Directed research in any of the subdisciplines in anthropology.

**380 KEY CONCEPTS IN ANTHROPOLOGY** 3 F,S  
*SOA 180, 182, 183, 285, 286 or cons inst. Formerly HISTORY OF ANTHROPOLOGICAL THOUGHT.*

Anthropological thought from historical, systematic and applied viewpoint; emphasis on changing content, concepts, methods of the discipline.

**381 ECONOMIC ANTHROPOLOGY** 3 F  
*SOA 180.*

Theories of human economic choice in non-western, non-industrial societies are considered in relationship to ethnographic materials from such societies.

**383 STUDIES IN SELECTED CULTURES** 3 F  
*SOA 180. Formerly SELECTED STUDIES IN CULTURE AREAS.*

Culture patterns of selected areas. Physical characteristics, history, social, political, intellectual life, cultural change of aboriginal people.

**384 AFRO-AMERICAN ADAPTATIONS** 3 S  
*SOA 180.*

A comparative study of Afro-American populations in a variety of ecological niches throughout the New World. The styles, strategies, and traditions of Afro-America, both historical and contemporary are analyzed in relation to tribal, peasant, and proletariat communities.

**385 POLITICAL ANTHROPOLOGY** 3 F  
*SOA 180.*

Comparative data drawn from non-human primate behavior, tribal societies, and non-Western states.

**386 CULTURES OF SOUTHEAST ASIA** 3 US-D F  
*SOA 180. Formerly SOA 284.*

Patterns of prehistory, history, economics, religion, and daily life in Southeast Asia.

**388 HISTORICAL ARCHAEOLOGY** 3 S  
*SOA 183 or cons inst.*

Research methods of historical archaeology reviewed, and the principles that underlie the methods examined critically. A local historic site is thoroughly studied as a class project.

## Social Work Courses

**221 INTRODUCTION TO SOCIAL WELFARE** 3 F,S  
*SOA 106, PSY 111.*

Origins and development. Impact of social sciences and factors affecting social welfare programs, policies and legislation. Social work as a profession; overview of casework, group work, and community organization.

**222 SOCIAL WELFARE POLICY AND SERVICES** 3 F,S  
*SOA 106, PSY 111. Formerly SOCIAL WORK II—SOCIAL WELFARE FIELDS.*

Philosophical and historical perspectives of social welfare services, and social work practice. Descriptive, analytical, and critical analysis of social welfare programs, policies, and issues.

**223 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT** 3 F,S  
*SOA 221.*

The integration of major concepts from the social and behavioral sciences in terms of their relevance for social work.

**323 CHILD WELFARE SERVICES** 3 F,S  
*SOA 221, 222 or SED maj. Formerly SOCIAL WORK III—CHILD WELFARE SERVICES.*

It is recommended that this course be taken before SOA 368 if the student wishes placement in a child-serving agency. Services for dependent, neglected and handicapped children.

**325 SOCIAL WORK METHODS I** 3 F,S  
*SOA 221 cons soc wk adv. Formerly SOCIAL WORK IV PROBLEMS IN SOCIAL CASEWORK.*

Basic theory, values, and beginning skills development generic to social work practice at individual, group, and community levels.

**335 SOCIAL WORK METHODS II** 3 F,S  
*SOA 325.*

Course is a continuation of methodology and skills in social work practice, and focuses specifically on knowledge, principles, techniques and approaches to effect change in small groups, organizations, communities, and larger collectives.

**368 SOCIAL WORK FIELD INSTRUCTION I AND SEMINAR** 3-10 F,S  
*SOA 221, 325. Conc reg in SOA 323 permitted with cons soc wk adv. Max 6 hrs SOC. WK. maj. Formerly SOCIAL WORK INTERVENTION METHODS.*

Supervised field instruction and practice in social work methods with individual, groups, and communities in a social welfare agency.

**378 SOCIAL WORK FIELD INSTRUCTION II** 8 F,S  
*SOA 325, 335, 368.*

Advanced supervised field instruction and practice in social work methods with individuals, groups, and communities in a social welfare agency. Settings and experiences are different from those of SOA 368. Course includes a weekly, campus-based, faculty-led seminar in which theoretical material is integrated with the students' field practice experiences.

**391 SENIOR SEMINAR IN SOCIAL WORK** 3 F,S  
*SOA 378 or conc reg.*

A seminar on specific selected topics not covered critically elsewhere in the major. Through assigned readings, discussions and the presentation of a substantial researched study, students analyze a social welfare issue or an area of social work practice.

## Speech Pathology and Audiology

**Chairperson:** Martin A. Young, 204 Fairchild Hall.

**Faculty:** Professor: Young. Associate Professors: Brunt, Haller, Hutchinson, Richards, Tannahill. Assistant Professors: Davidson, Howard, J. Hufnagle, Hulit, Larson, Monoson, Thomley. Instructors: Hoover, K. Hugnagle, Robinson, Schmeiz, Smith, Smoski.

# Speech Pathology and Audiology Programs

Degrees Offered: B.A., B.S. Further Information: Department of Speech Pathology-Audiology. Teacher education program in Speech Pathology; non-teaching program in Audiology. Programs are accredited by the American Speech and Hearing Association.

## COMPREHENSIVE SPEECH PATHOLOGY AND AUDIOLOGY MAJOR

**Speech Pathology Sequence** (teacher education program)

- 33 hours in Speech Pathology-Audiology required.
- Required courses: PAS 114, 215, 311, 316, 318, 319, 320, 350, 351, 371, 372. In addition, the following Professional Education requirements: SED 145; C&I 210, 220, 231; PSY 232, 334, 346; PAS 399 (Student Teaching), 8 hours.

This is a preprofessional program designed to prepare students for graduate work in communicative disorders. Students must have a master's degree in this field to obtain both the Illinois Certificate in Speech and Language Impaired (formerly Special Education — Speech Correction) and the American Speech and Hearing Association's clinical certificate. Copies of requirements for both of these are available in the departmental office.

The Illinois Certificate in Speech and Language Impaired requires 300 hours of supervised clinical experience. Majors in this program are required to obtain 150 hours of that total by completing one semester hour of PAS 317 and Student Teaching 399. The remaining 150 hours of supervised clinical experience are obtained in graduate school. A cumulative grade point average of 2.2 is required on all work completed at Illinois State University before admission to PAS 317, 352, and 358; a grade point average of 2.6 is required for admission to Student Teaching 399. Admission to a master's program at Illinois State University requires at least a 2.6 grade point average in the last 60 hours of undergraduate work.

**Audiology Sequence** (non-teaching program)

- 40 hours required.
- Required courses: PAS 215, 311, 317 (1 hour), 320, 350, 351, 352 (1 hour), 357, 358 (1 hour), 371, 372; 3 hours of PAS electives; SED 353; PSY 334, 346, 347 or 348.

The audiology sequence is designed to prepare the student for graduate work in audiology. This sequence is a non-teaching sequence and does not qualify the student for a teaching certificate. Upon completion of the master's degree, the student will have completed the academic and clinical requirements for the American Speech and Hearing Association's Certificate of Clinical Competence in Audiology.

## MINOR IN SPEECH PATHOLOGY AND AUDIOLOGY

- 21 hours required.

- Required courses: PAS 215, 311, 320, 350. Electives cannot include practicum courses.

Students taking this minor will not qualify in this area for Illinois or American Speech and Hearing Association certification.

# Speech Pathology and Audiology Courses

**112 SURVEY OF SPEECH AND HEARING DISORDERS** 3 US-E F,S  
*Formerly PAS 212.*

Current theories of speech production and reception. Designed for parents and teachers. Includes rehabilitative and rehabilitative procedures.

**114 VOICE AND ARTICULATION** 3 F,S  
Voice, speech sounds, and the patterns of standard American English. Practice in achieving optimal use of the speech mechanism in the process of oral communication.

**115 INTRODUCTION TO HUMAN VERBAL DEVELOPMENT** 3 US-E F,S  
The communication process; emphasis on opportunities for maximum stimulation of speech and language development in children.

**120 ACOUSTICS OF SPEECH, MUSIC AND NOISE** 3 US-E F,S  
*Formerly SOUND AND MAN.*

Information from acoustics, psychology, physiology, linguistics, speech, and music engineering. Sound; role in man's endeavors, harmful effects, methods of control. Limited mathematical treatment.

**215 INTRODUCTION TO SPEECH PATHOLOGY** 3 F,S

Orientation to speech pathology profession. Introduction to voice and articulation problems.

**311 PHONETICS** 3 F,S  
Sound system of American speech. Standard and non-standard variations. Articulatory and acoustic considerations. Practice in transcribing and reading phonetic symbols.

**316 INTRODUCTION TO ORGANIC DISORDERS OF SPEECH** 3 F,S  
*PAS 215.*

Speech disorders related to structural, neurological, and endocrine pathologies. Diagnostic and remedial procedures.

**317 PRACTICUM IN SPEECH PATHOLOGY** 1/2-1 F,S  
*PAS 215, 311, and cons Clinic Dir. May be repeated. Max 2 hrs.*

Approximately 45 hours of supervised clinical practice for each semester hour.

**318 ORGANIZATION OF SPEECH, HEARING AND LANGUAGE PROGRAMS** 3 F,S  
*Cons inst.*

Professional attitudes, ethics, and organizations. Setting up and maintaining programs. Evaluation, therapy techniques, materials applicable to school settings. Relationships to school and community agencies.

**319 STUTTERING I** 3 F,S  
*PAS 215 or cons inst.*

Nature and history of the problem. Current models of onset, development and management.

**320 SPEECH AND LANGUAGE DEVELOPMENT** 3 F,S

Comprehensive study of acquisition of speech and language by children. Emphasis on first six years.

**350 AUDIOLOGY I 3**

Principles of hearing measurement: sound, human ear, test methods, hearing losses, screening methods, test interpretation.

**351 SPEECH READING AND AUDITORY TRAINING 3**

Principles of habilitation/rehabilitation of communication disorders related to hearing impairment. Visual/auditory speech signals. Amplification: function/use.

**352 PRACTICUM IN SPEECH READING**

**AND AUDITORY TRAINING 1/2-1 F,S**  
*PAS 351. May be repeated. Max 2 hrs. Cons Clinic Dir.*

Approximately 45 hours of supervised clinical practice for each semester hour.

**357 PSYCHOLOGICAL IMPLICATIONS OF HEARING IMPAIRMENT 3**

*PAS 350 or equiv.*

Hearing impairment: survey of behavior, intelligence and personality data, parental counseling.

**358 PRACTICUM IN BASIC AUDIOLOGY 1/2-1**

*F,S  
Cons Clinic Dir. May be repeated. Max 2 hrs.*

Approximately 45 hours of supervised clinical practice for each semester hour.

**371 SPEECH SCIENCE 3**

Elementary acoustical theory and application to study of speech production and reception. Speech spectrography.

**372 ANATOMY AND PHYSIOLOGY**

**OF THE SPEECH AND HEARING MECHANISM 3** *F,S*

Includes effects of deviations on end product.

**398 INTRODUCTION TO GRADUATE STUDY IN SPEECH**

**PATHOLOGY-AUDIOLOGY 3** *F,S*

Introductory review of research strategy and philosophy in speech pathology-audiology for professionals who will be consumers of research literature.

# College of Business

**Dean:** Frank Harrison, 110 Stevenson Hall.

The primary objective of the College of Business is to prepare undergraduate and graduate students for meaningful and productive careers in business, government, and industry through the assimilation of a basic common-body-of-knowledge in a broad range of business subjects with appropriate specialized emphasis in the discipline areas of accounting, business information systems, management, marketing, finance, and office administration. The College also prepares students to meet the needs of educational institutions in the teaching of the several disciplines that constitute the field of business education. The College offers bachelor's and master's degrees in the Departments of Accounting, Business Administration, and Business Education and Administrative Services.

The College of Business maintains a strong relationship with business and industrial organizations in the surrounding area. This relationship results in a strong emphasis on continuing education, non-credit programs, and learning experiences for small businessmen. In addition, the College provides recognition for meritorious scholastic performance by students. The College also has a strong commitment to the professional development of its faculty and to community involvement and public service.

The accrediting agency of the College of Business is the American Assembly of Collegiate Schools of Business. To conform to the standards set by this agency, the following requirements apply to all departments in the College: (1) At least 42 hours of the total 120 hours required for graduation shall be in coursework devoted to studies other than business, economics, and administration; (2) The senior year's work, with minor exceptions, must be taken in residence at Illinois State University; (3) The academic standards of the University apply to all programs housed in the College of Business; and (4) A student must maintain a cumulative overall grade point average of 2.0 to be admitted to and retained as a major in the several programs of the College, except where higher standards are specified in specific departmental program descriptions.

## Accounting

**Chairperson:** James A. Hallam, 435 Stevenson Hall.

**Faculty:** Professors: Hallam, Secoy, Tussing. Associate Professors: Carey, Chapman, Fish, Pirrong, Rozanski. Assistant Professors: Behrens, Currie, Hamilton, Holt, Hrudka, Kross, Krueger, Rexroad, Sands, Sieg. Instructors: Duffy, Falb, Herdklotz, McKean, Oien, Rescho, Rundall, Toepeke. Faculty Assistants: Rush, Slayton, Stanford.

## Accounting Programs

Degree Offered: B.S. Further Information: Department of Accounting. No teacher education program offered.

### COMPREHENSIVE ACCOUNTING MAJOR

- 55 hours required in Business (ACC, BUA, BEA).
- Required courses: ACC 131, 132, 230, 231, 232, 260, 333, 335. 9 hours\* chosen from among other upper division ACC courses. BUA 110, 111, 220, 230, 240, 285.
- 20 hours approved by department adviser including ECO 101, BUA 100, MAT 121.

An accounting major may elect a concentration in financial accounting, management accounting, tax accounting, governmental accounting, or business information systems.

\*It should be noted that special prerequisites exist for many advanced courses in Accounting. Majors should examine prerequisites carefully at the beginning of their academic careers since many of the advanced courses require a GPA of 2.5 or a grade of A or B in selected courses. GPA and grade prerequisites are effective with students entering the University under the 1976-77 and 1977-78 Catalogs and are not retroactive.

### MINOR IN ACCOUNTING

- 21 hours in Accounting required.
- Required courses: ACC 131, 132, 231, 232.
- 9 elective hours in ACC courses.

**Repetititon of Courses in Accounting:** A student can officially register for an Accounting course only twice. That is, if a student completes a course, or drops a course after the official tenth day enrollment report, he or she may officially enroll in the same Accounting course only one additional time.

## Accounting Courses

131 ELEMENTARY ACCOUNTING I			
3 US-E			F,S
132 ELEMENTARY ACCOUNTING II			
3 US-E			F,S
ACC 131.			
160 COMPUTER PROGRAMMING FOR BUSINESS	3		F,S
<i>High school algebra. Not for credit if had MAT 168.</i>			
FORTRAN and packaged programs for applications in business.			
230 MANAGERIAL ACCOUNTING	3		F,S
ACC 132.			
Discussion of product costing, planning and controlling routine operations, and analysis of non-routine decisions.			
231 INTERMEDIATE ACCOUNTING	3		F,S
ACC 132.			
Theory and procedures underlying income statement as report on operating performance and balance sheet as report on financial position.			
232 ADVANCED ACCOUNTING	3		F,S
ACC 231.			
Examination of theory and problems involved in accounting for stockholders' equity, funds flow, and consignment and installment sales.			
260 BUSINESS DATA PROCESSING	3		F,S
ACC 131.			
Data processing concepts and COBOL programming.			
266 INTERMEDIATE COBOL	3		F,S
ACC 260 or equiv. Overall GPA of 2.5 or an A or B in ACC 260.			

**COBOL** programming involving multiple file processing using both disk files and tape files, data usage, data categories, sort feature, perform verb, and table handling.

**330 FUND ACCOUNTING 3 F,S**  
*5 hrs. of ACC. Overall GPA of 2.5 or an A or B in ACC 231.*

Accounting applications to financial planning and control for non-profit institutions.

**332 ADVANCED MANAGERIAL ACCOUNTING 3 S**  
*ACC 230, 260, BUA 100 and MAT 121. Overall GPA of 2.5 or an A or B in ACC 230.*

Recent conceptual and analytical developments in the area of management accounting.

**333 INCOME TAX PROCEDURE 3 F,S**  
*ACC 131 or cons dept chrpn.*

Emphasis on individual. Introduction to corporation and partnership.

**334 ADVANCED TAX PROBLEMS 3 F,S**  
*ACC 333 or cons dept chrpn. Overall GPA of 2.5 or an A or B in ACC 333.*

Intensive examination of corporation, partnership, estate, trusts, and gift tax problems.

**335 AUDITING 3 F,S**  
*12 hrs of ACC.*

The CPA profession; auditors' opinion; evidence; internal control; auditing standards, programs, procedures and ethics, statistical sampling; working papers.

**336 AUDITING PROBLEMS 3 F,S**  
*ACC 335 or equiv. Overall GPA of 2.5 or an A or B in ACC 335.*

In-depth analysis of statistical samples, accountants' legal exposure, EDP in auditing, analysis of practical problems encountered by the public accountant in a variety of auditing situations.

**337 ADVANCED ACCOUNTING PROBLEMS 3 F,S**  
*ACC 232. Overall GPA of 2.5 or an A or B in ACC 231 and 232.*

Theory and problems involved in preparation and interpretation of consolidated statements, estates and trusts, and partnerships.

**361 BUSINESS SYSTEMS ANALYSIS FOR COMPUTER PROGRAMMING 3 F,S**  
*ACC 132 and ACC 160 or 260. Overall GPA of 2.5 or an A or B in ACC 160 or 260.*

Introduction to systems analysis and design for business data processing.

**362 ADVANCED BUSINESS SYSTEMS ANALYSIS 3 F**  
*ACC 361. An A or B in ACC 361, or an overall GPA of 2.5, or cons dept chrpn.*

Involves the development of a data processing system, including the development of input files, updating and file maintenance, and design and preparation of reports, and complete documentation of the data processing system.

**366 ADVANCED BUSINESS DATA PROCESSING 3 F,S**  
*ACC 266 or cons dept chrpn. Overall GPA of 2.5 or an A or B in ACC 266.*

Advanced applications using disk systems, tape systems and operating systems as applied to business problems using COBOL.

**367 COMPUTER APPLICATIONS FOR BUSINESS DECISION MAKING 3 F**  
*9 hrs of ACC, including 160 or 260; 12 hrs BUA including BUA 100 or MAT 250. Overall GPA of 2.5 or an A or B in ACC 160 or 260, or cons dept chrpn.*

Dynamic mathematical techniques using accounting data to solve business problems. Linear programming, queuing-line problems, structure of business games, models.

**368 BUSINESS SIMULATION 3 S**  
*BUA 100, ACC 160 or equiv. Also offered as BUA 368.*

Applications of computer simulation techniques to business problems. Emphasis on systems approach to model building, analysis, and interpretation.

**375 PROFESSIONAL PROBLEMS 3 S**  
*24 hrs of ACC including ACC 337. Overall GPA of 2.5 or an A or B in ACC 230, 231, 232, or cons dept chrpn.*

An in-depth study of contemporary accounting problems with a strong orientation toward the preparation for the CPA examination.

**398 PROFESSIONAL PRACTICE: INTERNSHIP IN ACCOUNTING 1-6 F,S**  
*Senior, a 2.8 GPA in accounting courses, 2.6 overall GPA and cons inst.*

On-the-job experience in one or more of the following areas: Public Accounting, Industrial Accounting, Governmental Accounting, Tax, and Business Data Processing.

## Business Administration

**Chairperson:** George J. Brabb, 439 Stevenson Hall.  
**Faculty:** Professors: Brabb, Couch, Eggert, Ficek, Harrison, Mitchell, Mohr, Patterson. Associate Professors: Abdel-Halim, Bomzer, Brereton, Crepas, Ferrell, Grimm, Kerber, Meador, Potter, Robinson, Shin. Assistant Professors: Bibb, Birner, Brubeck, Cattell, Graeff, Greenwood, M. Harrison, Joseph, Kauffold, Kellner, Krugman, Kruse, Marlow, Naidu, Nowak, Perry, Radell, Shlens, Smith, Summers, Varner. Instructors: Bayston, Carlton, Childers, Coffey, Dean, Fuerst, Henderson, Lim, Maani, McDonald, Nelson, Nielson, Riker, Skinner, Spears, Stark, Triebwasser, Trudeau, Weintraub, Witte. Lecturers: Hoiium, Salama.

## Business Administration Programs

**Degree Offered:** B.S. **Further Information:** Department of Business Administration. No teacher education program available.

### COMPREHENSIVE BUSINESS ADMINISTRATION MAJOR

- 54 hours required in Business (BUA, ACC, BEA).
- Required courses (33 hours in BUA, ACC, BEA); BUA 100, 110, 220, 227, 230, 240, 285; ACC 131, 132, 160; BEA 215. In addition, ECO 100 and 101 and MAT 121 or equivalent must be completed as either

University Studies or as general electives. Fifteen (15) of these 33 hours must be taken in residence at Illinois State University.

- Elective courses (21 hours) from among BUA or ACC courses. BUA 140, 233, and 234 may *not* be included. Students should consult with a department adviser in selecting electives.
- The senior year's work (last 30 hours), with minor exceptions, must be taken in residence at Illinois State University.
- At least 42 hours outside the College of Business and in subject areas other than Business, Economics, and Administration must be included toward the 120 hours for graduation.

Community college students who expect to major in Business Administration at Illinois State should consult the academic adviser of the Department of Business Administration at ISU near the end of their freshmen year.

**Departmental Standards for Majors:** The Department recommends that students who major in Business Administration first take at least 30 hours of college-level courses, including BUA 100, ECO 100 and 101. Grades earned in these specific courses should average at least 2.0. The minimum overall GPA recommended for becoming a Business Administration major varies with the number of hours completed outside the department as follows: 30-44 hours, 2.0; 45-74 hours, 2.2; over 75 hours, 2.4

#### MINOR IN BUSINESS ADMINISTRATION

- 20 hours required in Business (ACC and BUA).
- Required courses: ACC 131, BUA 110, 220, 230, 240.
- 5 hours selected from among ACC 132, the data processing courses offered in Accounting, and those BUA courses available for credit to Business Administration majors.

## Business Administration Courses

### 100 BUSINESS AND ECONOMICS

STATISTICS 3 F,S  
*MAT 110 or 120. Not for credit if had ECO 131.*

Application of statistical methods to business. Averages, dispersion, probability theory, frequency distributions, inference, hypothesis, regression, nonparametric tests.

110 BUSINESS LAW 3 US-E F,S  
*Soph standing rec.*

Business law and the legal process. Contracts, agency, torts; institutional jurisprudential, and historical aspects of law and legal systems.

111 BUSINESS LAW 3 US-E F,S  
*BUA 110.*

Organizing, conducting, and terminating a business. Sales, commercial paper, corporations, partnerships, mortgages, property, bailments, carriers, trusts, and wills.

140 PERSONAL FINANCE 3 US-E F,S  
*Not for credit maj.*

The examination of personal financial situations as they relate to the individual.

217 ECONOMICS OF BUSINESS 3 F,S  
*ECO 101, ACC 131, BUA 100 or cons inst. Formerly BUA 271.*

Adjusting economic theory to intelligent business ad-

ministration. Profits and risk, demand and supply, business cycles, and public policy.

220 BUSINESS ORGANIZATION AND MANAGEMENT 3 F,S  
*ECO 101.*

Organization theories and the role of managers as leaders. Planning and control systems, decision-making, and human considerations.

221 ORGANIZATIONAL BEHAVIOR AND ADMINISTRATION 3 F,S  
*BUA 220. Formerly BUA 321.*

Organization analysis focusing on motivation, perception, communication, coordination, and change. Administrative problems examined by theories of individual and group behavior.

227 PRODUCTION MANAGEMENT 3 F,S  
*BUA 100, 220.*

Operations of production plants. Methods analysis and work measurement, inventory control, quality control, facilities layout, machines and maintenance.

230 MARKETING 3 F,S  
*ECO 101 or BUA 217.*

Decision-making process applied to functions and agencies involved in marketing of industrial and consumer goods and services.

231 MARKETING CHANNELS 3  
*BUA 230.*

Theoretical concepts of marketing channel structure and management and their practical application.

232 ADVERTISING STRATEGY 3 F,S  
*BUA 230. Not for credit if had BUA 233.*

Application of communications theory to the process, strategy, and effects of advertising within framework of marketing management.

233 ADVERTISING 2 F,S  
*For non-BUA maj only.*

Principles and applications of advertising from a management point of view. Practice in planning an advertising campaign using various media.

234 SALESMANSHIP 2 F,S  
*For non-BUA maj only.*

Practical problems of distribution of goods and consumer demand. Fundamentals essential for effective selling. Some selling practice included.

235 RETAIL MANAGEMENT 2 F  
*ECO 101.*

Management, organization, operation of retail stores and service establishments. Emphasis upon the location problem, pricing, and merchandise inventory systems.

236 SALES MANAGEMENT 3 F,S  
*BUA 230.*

Application of functions of management to selling structure and sales problems of companies. Behavioral and quantitative disciplines used in case studies.

240 BUSINESS FINANCE 3 F,S  
*BUA 100, ACC 132 and ECO 101.*

Principles and problems of planning and managing assets of business. Formulation, acquisition and utilization of funds and capital structure examination.

241 FINANCIAL INSTITUTIONS 3 F,S

Structure and functions, sources of funds, and investment policies of private and governmental financial institutions.

<b>242 INVESTMENTS 3</b>	<b>F,S</b>	
<i>BUA 240. Formerly BUA 342.</i>		
A survey of investment media, concepts, and techniques to provide an understanding of the investment process in the economic and financial environment.		
<b>260 REAL ESTATE 3</b>		
Principles of Real Estate, including real estate law, property description and transfer, appraisal, investments, leases, salesperson's and broker's functions, future social and economic implications for real estate.		
<b>285 PROBLEMS IN BUSINESS 3</b>	<b>F,S</b>	
<i>BUA 100, 220, 230, 240, ACC 132, Senior status.</i>		
Integration of the decision-making processes involved in each of the major functional areas of business.		
<b>301 DECISION THEORY 3</b>	<b>F,S</b>	
<i>BUA 100.</i>		
Behavioral and quantitative factors in business decision-making. Emphasis on quantitative methods of making decisions under conditions of uncertainty.		
<b>310 BUSINESS IN A LEGAL ENVIRONMENT 3</b>	<b>F,S</b>	
<i>BUA 110 or cons inst.</i>		
Economic, business and social values or forces which cause law related to business activities to change and adapt.		
<b>311 GOVERNMENT REGULATION OF BUSINESS 3</b>	<b>F,S</b>	
<i>ECO 101.</i>		
Rules and regulation of mergers, monopolies, pricing, advertising, securities, food and drugs, unfair trade practices, utilities, and transportation.		
<b>320 BUSINESS MANAGEMENT — PRODUCTION 1</b>		
<i>BUA 100, cons dept chrpn, a 6-week course.</i>		
Overview of production, including plant layout, product development, production planning and control, methods and standards, quality control, and materials management.		
<b>323 HUMAN RESOURCES MANAGEMENT 3</b>	<b>F,S</b>	
<i>BUA 220.</i>		
Principles and procedures relating to manpower management, including staffing, appraisal, training, compensation, and other programs for business and other organizations.		
<b>324 INDUSTRIAL RELATIONS MANAGEMENT 3</b>	<b>F,S</b>	
<i>BUA 220, ECO 100.</i>		
Managing employment relations and work conditions. Emphasis on negotiating, administering labor agreements, and impact of collective bargaining on managerial practice.		
<b>325 MANAGERIAL DECISION MAKING 3</b>	<b>F,S</b>	
<i>BUA 220 or cons inst.</i>		
Treats decision making in the context of an interdisciplinary, interrelated process based on a solid foundation of managerial planning.		
<b>326 SMALL BUSINESS MANAGEMENT 3 F,S</b>		
<i>2.0 GPA in BUA; sr. or grad standing in Business.</i>		
Field program designed to familiarize the student with the problems of small business owners and/or operators. The student acquires firsthand knowledge and experience by dealing with on-going businesses.		
<b>327 OPERATIONS MANAGEMENT 3</b>	<b>F,S</b>	
<i>BUA 227.</i>		
Advanced consideration of decision-making tools applied to manufacturing and other operational areas. Case analyses place emphasis on production management problems.		
<b>329 PURCHASING POLICIES AND PROCEDURES 3</b>		<b>S</b>
<i>ECO 100, ACC 131, or cons inst.</i>		
Purchase of materials, supplies, and equipment for industry, government, and other institutions. Organization for purchasing, internal requisitioning, and stock control.		
<b>330 BUSINESS MANAGEMENT — MARKETING 1</b>		<b>F</b>
<i>Cons dept chrpn; a 6-week course. Not for credit if had BUA 230.</i>		
Overview of major marketing areas using a systems framework. Internal and external environment, marketing plans including pricing and promotion.		
<b>331 CONSUMER BEHAVIOR 3</b>		<b>F,S</b>
<i>BUA 230, 332.</i>		
Determinants of consumer behavior. Influence of socio-psychological variables on the formation and change of attitudes, consumption, and purchasing behavior.		
<b>332 MARKETING RESEARCH 3</b>		<b>F,S</b>
<i>BUA 100, 230.</i>		
Research design, specific marketing research procedures, and the research report.		
<b>336 INTERNATIONAL MARKETING 3</b>		<b>S</b>
<i>BUA 230.</i>		
Managerial problems of world enterprise, with emphasis on the role of ethnic and cultural differences in influencing marketing strategy.		
<b>339 MARKETING MANAGEMENT 3</b>		<b>F,S</b>
<i>BUA 100, 230. Not for grad credit for MBA students.</i>		
Development and evaluation of the marketing plan. Includes analysis of actual and hypothetical cases. A term project will be included.		
<b>340 BUSINESS MANAGEMENT — FINANCE 1</b>		<b>F</b>
<i>Cons dept chrpn; a 6-week course. Not for credit if had BUA 240.</i>		
Overview of major finance areas, including sources and utilization of funds, capital budgeting, cost of capital, investment evaluation and money markets.		
<b>341 CAPITAL INVESTMENT DECISIONS 3</b>		<b>F</b>
<i>BUA 240.</i>		
Theory of capital management, evaluation of risks, determination of capital structures, measure of costs and returns, and allocation of capital.		
<b>343 SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT 3</b>		<b>F,S</b>
<i>BUA 240.</i>		
Advanced evaluation of types of securities; determinants of their value; methods of combining securities in the construction of investment portfolios.		
<b>344 INTERNATIONAL FINANCE 3</b>		<b>S</b>
<i>BUA 240.</i>		
International payments, structure and functions, international credit markets, investments, and institutions.		

**351 LIFE AND HEALTH INSURANCE** 3 F,S  
BUA 100, 110.

Personal and business risks. Principles of life and health insurance and their applications.

**352 PROPERTY AND LIABILITY INSURANCE** 3 F,S  
BUA 100, 110.

Application to individuals, business enterprises, and governmental institutions. General consideration of risk in fire, marine, bond, and casualty areas.

**354 RISK MANAGEMENT** 3 F,S  
BUA 352.

Management's role in treating non-speculative risks to which business is exposed. Emphasis on recognition, evaluation, and treatment of risks.

**368 BUSINESS SIMULATION** 3 S  
BUA 100, ACC 160 or equiv. Also offered as ACC 368.

Applications of computer simulation techniques to business problems. Emphasis on systems approach to model building, analysis, and interpretation.

**398 PROFESSIONAL PRACTICE: INTERNSHIP IN BUSINESS ADMINISTRATION** 1-6

## Business Education and Administrative Services

**Chairperson:** Warren Perry, 435 Stevenson Hall.

**Faculty:** Professors: Martin, Perry, Rich. Associate Professors: Alexander, Hall, Kaisershot, Wray. Assistant Professors: Benjamin, Bickley, Grever, Jones, Kurth, Marcum, Palmer, Winchell. Instructors: Jackson, Troutman, Varner.

## Business Education and Administrative Services Programs

Degrees Offered: B.A., B.S., B.S. in Ed. Further Information: Department of Business Education and Administrative Services. Teacher education programs in Business Education, Distributive Education, and Secretarial Education. Non-teaching program in Office Administration. Students should also note that:

1. At least 42 semester hours of credit toward the bachelor's degree must be taken outside the College of Business and in subject areas other than business, economics, and administration.

2. While an overall grade point average of 2.0 is required for graduation, majors in BEA teacher education programs must have earned a 2.2 GPA for admission to and retention in the University's teacher education program (see University-Wide Teacher Education Program Requirements in the College of Education section of the Catalog for further information).

## Business Education Programs

### COMPREHENSIVE BUSINESS EDUCATION MAJOR

- 55 hours required in Business (ACC, BUA, BEA).
- Required courses: ACC 131, 132, 260; BUA 110, 220, 230, 240, 285; BEA 111, 114, 115, 117, 124 or 321, 211, 330, 361; and 6 hours selected from among BEA 390 and 392 or 394 and 396.
- Additional electives must be selected from ACC, BUA, and BEA courses.
- ECO 100 and 101 must be completed and ACC 131, 132, and BUA 110 may be completed as University Studies or general electives.

### MAJOR IN GENERAL BUSINESS EDUCATION

- At least 37 hours required in Business (ACC, BUA, BEA).
- Required courses: ACC 131, 132, 260; BUA 110, 220, 230, 240, 285; BEA 111, 114 or 321, 117, 330, 361, 390 or 392.
- ECO 100 and 101 must be completed and ACC 131, 132, and BUA 110 may be completed as University Studies or general electives.

### MINOR IN BUSINESS EDUCATION

- 24 hours required in Business (ACC, BUA, BEA).
- Required courses: ACC 131, 132; BUA 220, 230; BEA 111, 114, 124 (or ACC 260) 390 or 392 or 394 or 396.

## Consumer Education Program

### MINOR IN CONSUMER EDUCATION

- 24-26 hours required from listed courses in BEA, BUA, HEC.
- Required courses: BEA 111, BEA 117, BEA 330 or HEC 330 or HEC 297, BEA 340, BEA 392 or HEC 203, BUA 110, BUA 230, BUA 331. Appropriate courses and workshops may be substituted for required courses with the approval of the department chairperson, as, for example, HEC 389 (Utilization of Consumer Education Materials), and HEC 389 (Utilizing Community Consumer Resources).
- It is recommended that students enrolled in this minor complete ECO 100 and 101 as part of University Studies or general electives. Students should be aware that several of the required courses have prerequisites which may be taken as part of the student's University Studies program.

## Distributive Education Program

### COMPREHENSIVE DISTRIBUTIVE EDUCATION MAJOR

- 55 hours required in Business (ACC, BUA, BEA).
- Required courses: ACC 131, 132, 260 (or BEA 321); BUA 110, 220, 230, 233, 234, 235, 240, 285; BEA 111, 117, 330, 361, 380, 381, 382, 383.
- Additional electives must be selected from ACC, BUA, and BEA courses.

— ECO 100 and 101 must be completed and ACC 131, 132, and BUA 110 may be completed as University Studies or general electives.

Students meeting the state occupational experiences requirement of one year of successful full-time employment in distributive occupations, or a minimum of 2,000 clock hours of approved work in the distributive field, may request that other courses in Business be substituted for BEA 381.

## Office Administration Programs

### COMPREHENSIVE OFFICE ADMINISTRATION MAJOR

— 54 hours required in Business (ACC, BUA, BEA) or other areas specified below.  
 — Required courses: ACC 131, 132, 260; BUA 100, 110, 220, 230, 240, 285; BEA 111, 113, 115, 117, 124 (or ACC 361), 211, 215, 250, 270. ACC 131, 132, and BUA 110 may be completed as University Studies, ECO 100 and 101 and MAT 110 or 120 must be completed as either University Studies or as electives beyond the 54 hours required above.

An unclassified student or Office Administration major may select courses which will prepare the student for office occupations. Specific information is available in the Department of Business Education and Administrative Services. Unclassified students who are later admitted to a degree program may apply the courses listed above and taken while they were unclassified students toward graduation.

### MINOR IN OFFICE ADMINISTRATION

— 24 hours required in Business (ACC, BUA, BEA) or other areas specified below.  
 — Required courses: BEA 115, 211, 215, 250, 270; BUA 220, 221 or 323 or PSY 230; ACC 260. Students should be aware that several of these courses have prerequisites which may be taken as part of the student's University Studies program (ECO 100 and 101 are prerequisites for BUA 220, and ACC 131 is a prerequisite for ACC 260; ECO 100, 101, and ACC 131 may be completed as part of the student's University Studies program).

## Secretarial Education Program

### MAJOR IN SECRETARIAL EDUCATION

— At least 37 hours required in Business (ACC, BUA, BEA).  
 — Required courses: ACC 131, 132, 260; BUA 110, 220, 230, 240, 285; BEA 111, 114, 124, 211, 361, 394 or 396.  
 — ECO 100 and 101 must be completed and ACC 131, 132, and BUA 110 may be completed as University Studies or general electives.

## Business Education and Administrative Services Courses

### 111 BUSINESS AND ITS ENVIRONMENT 3 US-E F,S

Influence of economic, social, and political pressures on

business systems and operating procedures, including markets, organization, management, and government regulation of business.

### 112 TYPEWRITING 2 US-E F,S

Mastery of keyboard; building speed and accuracy; production of letters, tables, manuscripts, reports, and other office communication forms.

### 113 OFFICE PRODUCTION TYPEWRITING 3 F,S

*BEA 112 or cons inst.*

Intensive building of speed and control with special emphasis placed on job simulation in all aspects of typewritten office production work.

### 114 PROBLEMS IN OFFICE PRODUCTION TYPEWRITING 3 F,S

*BEA 113 or cons inst.*

Instruction in specialized typewriting problems to develop high-level competency. Instructional methods for prospective business teachers included.

### 115 BUSINESS COMMUNICATIONS 3 US-A F,S

Analysis of communications practices in business. Skills will be improved through solution of practical business situations.

### 117 BUSINESS MATHEMATICS 3 F,S

Quantitative techniques used in solving business problems including percent, interest, the mathematics of merchandising, linear programming, break-even analysis, and inventory control.

### 122 PRINCIPLES OF SHORTHAND I 3 F,S

*BEA 112 or cons inst. Shorthand laboratory work required.*

Gregg shorthand theory, dictation, and related knowledges.

### 123 PRINCIPLES OF SHORTHAND II 3 F,S

*BEA 122 or cons inst. Shorthand laboratory work required.*

Continued study of Gregg shorthand emphasizing vocabulary development, dictation, and transcription.

### 124 ADVANCED SHORTHAND TRANSCRIPTION 3 F,S

**BEA**

*123 or cons inst. Shorthand laboratory work*

Dictation and transcription; emphasis on vocabulary building, dictation, English studies, and mailable transcriptions. Instructional methods included.

### 211 OFFICE SYSTEMS 3 F,S

*BEA 113 or cons inst.*

Critical evaluation of machines, including the computer, and operating procedures used to process data in the office.

### 215 REPORT WRITING FOR BUSINESS 3 F,S

Report writing techniques; use, form, and structure of different types of business reports.

### 250 RECORDS MANAGEMENT 3 F,S

Organization and management of records system including use of microfilm and computerization of records.

### 270 PRINCIPLES OF OFFICE ADMINISTRATION 3 F,S

Analysis of office functions and relationship to business organization; information handling and data processing; office design and layout; responsibilities of office administrators.

**320 PRACTICUM IN OFFICE PRACTICE  
INSTRUCTION 2-3  
BEA 211.**

For business education teachers teaching office machines or teaching in office education programs.

**321 PRACTICUM IN DATA  
PROCESSING 2-3 F,S  
ACC 260. Formerly PRACTICUM IN DATA  
PROCESSING INSTRUCTION.**

A careers approach to the study of and applications in data processing. Methods and procedures for teaching data processing courses will be included for students planning to teach data processing.

**330 DECISION-MAKING FOR  
CONSUMERS 3 US-E F,S  
Also offered as HEC 330. Materials charge.**

Survey of consumer problems, trends, and information. Topics include: insurance, housing, credit, life-styles, consumer protection, leisure, and achieving financial security.

**340 SOCIAL CONTEXT OF CONSUMER  
EDUCATION 3 F,S  
BEA 330 or HEC 330 or HEC 297 and jr standing.**

An analysis of the position of consumer education within the social system. The course will examine the institutional framework within which consumers function.

**361 FOUNDATIONS OF BUSINESS  
EDUCATION 3 F,S**

Historical background and current status of business education emphasizing professional responsibilities of teachers and principles of curriculum construction.

**380 ORGANIZATION AND ADMINISTRATION  
OF VOCATIONAL OFFICE AND  
DISTRIBUTIVE EDUCATION  
PROGRAMS 3 F,S**

Planning and organizing a cooperative program; emphasis on recruitment, selection of training stations, student placement, and operation of cooperative plan.

**381 DIRECTED OCCUPATIONAL  
EXPERIENCES FOR OFFICE AND  
DISTRIBUTIVE EDUCATION 1-4**

Designed to provide approved on-the-job experiences for credit toward the occupational experience required of office and distributive education coordinators and in-school instructors. Amount of credit to be earned will be determined by previous work experience.

**382 COORDINATION TECHNIQUES OF  
COOPERATIVE OFFICE AND  
DISTRIBUTIVE EDUCATION  
PROGRAMS 3 S**

Coordination techniques needed for high school and post-secondary teacher coordinators in integrating classroom activities with daily employment.

**383 INDIVIDUALIZED INSTRUCTION  
TECHNIQUES IN VOCATIONAL OFFICE  
AND DISTRIBUTIVE EDUCATION 3**

Individualized instructional methods for teaching high school cooperative classes in office and distributive education.

**390 IMPROVEMENT OF INSTRUCTION  
IN BOOKKEEPING AND  
ACCOUNTING 3 F,S**

Methods of instruction, materials, organization, and presentation of subject matter utilized in teaching of bookkeeping and accounting.

**392 IMPROVEMENT OF INSTRUCTION IN  
BASIC BUSINESS AND CONSUMER  
EDUCATION 3 F,S**

Methods of instruction, materials, organization, and presentation of subject matter utilized in teaching basic business and consumer education.

**394 IMPROVEMENT OF INSTRUCTION IN  
TYPEWRITING AND OFFICE  
PRACTICE 3 F,S**

Instructional methods in teaching personal typewriting, vocational typewriting, and clerical office practice.

**396 IMPROVEMENT OF INSTRUCTION IN  
SHORTHAND AND SECRETARIAL  
PRACTICE 3 F,S**

Instructional methods in teaching shorthand, transcription, and secretarial office practice.

# College of Education

**Dean:** Robert Burnham, 533 DeGarmo Hall.

The College of Education, which includes the Departments of Curriculum and Instruction, Educational Administration, and Special Education, and the Office of Clinical Experiences and Admission-Retention in Teacher Education has three broad missions: (1) Vigorous preparation of quality instructional, supervisory, and administrative personnel to serve in all sectors of the economy in various capacities and at all levels of teaching and learning; (2) Systematic study, research and evaluation of societal concerns within diverse cultural contexts and with the concomitant utilization of that research for society's benefit; and (3) Active involvement in service activities designed to improve the quality of life through education and to ensure the necessity of existing programs and to identify new directions for the College. The College administers clinical experiences and an admission-retention program in undergraduate teacher education in addition to offering a wide range of graduate programs, including a doctoral program in Educational Administration.

## Curriculum and Instruction

**Chairperson:** Thelbert L. Drake, 232 DeGarmo Hall.  
**Faculty:** Professors: Belshe, Benson, Bjork, Blankenship, Bunke, Cantlon, Crotts, Drake, Eastman, C. Edwards, T. Edwards, Eiben, Ewing, Frisko, Goeldi, Greif, Hicklin, Huser, Irving, Kennedy, Lewis, Livers, Madore, Meyering, Miller, Rhodes, Schneppf, Slan, Waimon, Zeller. Associate Professors: Bowren, Brubaker, Carlock, Clack, Conyne, Fitch, Goodall, Graef, Halinski, Heath, Hrudka, H. Jones, Kachur, Lazerson, Lorber, Milliren, Pierce, Sherman, Stern, Venerable, Youngs. Assistant Professors: Aden, Baer, Baker, Barchi-McBroom, Bettis, Bray, Brown, Cochran, Coe, Cramer, Farmer, Feicke, Fisher, Francis, Franks, Galler, Goldberg, Hager, Howard, A. Jones, Kerber, Lilly, Matthews, Mincey, Moreland, Mungo, Natale, Nelson, Peterson, Rapin, Rozum, Schultz, Short, Smith, Taylor, Udstuen, Wallace. Instructors: Austensen, DeGrandpre, Johnson, Mills, Morris, Stefl, Torres, Tuttle, White. Faculty Associates: Jackson, Rademacher. Faculty Assistant: Crumley.

## Early Childhood Education Programs

Degrees Offered: B.A., B.S., B.S. in Ed. Further Information: Department of Curriculum and Instruction. Teacher education program.

Students ordinarily make application for admission to the ECE program during the first semester of the sophomore year. Most professional coursework is taken through Core units. This work is ordinarily started during the second semester of the sophomore year or the first semester of the junior year. Each Core unit is for an

entire semester and is a unified program of classroom experiences taught by a team of instructors from C&I and other departments. Each Core covers a common content: knowledge about physical cognitive, social, and creative development of children; knowledge about school curriculum and organization; and direct teaching experience with young children. The final semester is spent off campus in a Clinical Center which provides a wide variety of direct experiences with children. Concurrently with each Core, students will take some of the additional required courses.

### COMPREHENSIVE EARLY CHILDHOOD EDUCATION MAJOR

— University Studies Requirements: ENG 101, INF 110, HEC 106, PSY 111, and PAS 115 are required to be completed as part of the 42-hour University Studies requirement for graduation. In addition, an ECE major should include courses in the following areas of University Studies to meet ECE certification standards: 9 hours in Language Arts, 7 hours in Science, 7 hours in Social Sciences including a course in American History or Government, 6 hours in Humanities, including work in Music and Art, and 3 hours in Health and Physical Education.

— Required courses (51 hours): C&I 260 (9 hours), 261 (9 hours), 262 (9 hours), 263 (6 hours), 300, 301, 331, HEC 231; PSY 232, 347.

**Electives in Early Childhood Education:** In addition to courses required for the major and the coursework required for University Studies, the student will have general elective courses to select. A student in consultation with a departmental adviser, should select a sufficient number of electives so that the total amount of credit equals the 120 hours required for graduation. Electives may be selected from among the total catalog of courses, provided the student meets the prerequisite for the course and has the approval of an adviser. From these courses, a student might concentrate in a specific field of study, or might elect additional specialized professional courses in Elementary Education, Home Economics, Psychology, and Special Education. If a student elects to concentrate in a specific field of study, the student may take a minor or second major by following the appropriate program requirements as stated in this catalog.

### MINOR IN EARLY CHILDHOOD EDUCATION

This minor is restricted to students who are Elementary Education or Special Education majors, or who are Home Economics Education or Psychology Education Majors.

— Required courses (22-28 hours) selected from among each of the following six areas.

1. 3 hours in Child Growth and Development selected from among C&I 210, HEC 250, PSY 112. Elementary Education majors who have had C&I 250, 251, and 252 are excused from this requirement.
2. 3 hours in History and Philosophy of Early Childhood Education, C&I 331.
3. 6 hours in Types of Instructional Methods and Management selected from among C&I 300, 301, HEC 308.
4. 2 or 4 hours in Health and Nutrition for the Young Child selected from HEC 106 or 196.
5. 3 or 4 hours in Child, Family, and Community Relationships selected from among C&I 347, HEC 194, 231, 307.

6. 5 to 8 hours of Practicum in a Pre-School Program in either C&I 263 (6 hours), or 399 (5 to 8 hours) in the above departments.

- 27 hours of Professional Requirements: C&I 210, 220, 231 or 228 or 235, 270 or 280 or 290 as appropriate to level, 298, 302, 399 (8 hours).
- 34 hours in one or a combination of the following three levels.

## Elementary Education Program

Degrees Offered: B.A., B.S., B.S. in Ed. Further Information: Department of Curriculum and Instruction. Teacher education programs only.

### COMPREHENSIVE ELEMENTARY EDUCATION MAJOR

There are two distinct sequences in Elementary Education, the Core Program and the Traditional Program. Students presently enrolled in the Traditional Program may continue in it. Other students, both entering freshmen and those new to Elementary Education, follow the Core Program. **The Core Program is recommended.**

#### Core Program

- 48 1/2 hours required.
- Required courses: C&I 102 (Continuing Seminar), from 3 to 5 semesters for a minimum of 1 1/2 and a maximum of 2 1/2 hours. C&I 250 (Core I — The Arts), 12 hours. C&I 251 (Core II — Communication Skills), 12 hours. C&I 252 (Core III — Natural and Social Sciences), 10 hours. C&I 253 (Clinical Center Practicum), 10 hours. C&I 231 or 228 or 235, 3 hours.

The sophomore student joins a Continuing Seminar which provides a close personal relationship with one faculty member and a small group of students until student teaching. The seminar explores the interests and needs of students, and helps the student choose a minor, another major, or electives that will complement the Elementary Education degree.

The formal coursework is taken through the Core units. This work is ordinarily started during the second semester of the sophomore year or the first semester of the junior year. Each Core unit is 10-12 hours of course work, and lasts for a semester. A Core is a unified program of course work and classroom experiences taught by a team of Elementary Education teachers and instructors from other departments. The Cores represent three major curriculum areas: Core I — the Arts, Core II — Communication Skills, and Core III — the Natural and Social Sciences. The student enrolls for these in sequence. Each core covers: (1) a common content, such as the Arts; (2) knowledge about the physical, cognitive, social and creative development of children; (3) knowledge about the school curriculum and organization; and (4) direct teaching experience with children. The final semester is spent off campus in a Clinical Center. This provides a wide variety of direct experience with children and adults in various socio-economic and ethnic groupings. Students also work with various community agencies as well as the elementary school. With one exception all major work is contained within the core units, but the students will be assisted in planning other coursework to fulfill the various degree requirements. The course requirement not contained in the Core is Curriculum and Instruction 231 or 228 or 235.

#### Traditional Program

- 61 hours required, including 27 hours of Professional Requirements and 34 hours in one of three levels of elementary education or a combination of the three levels.

1. *Kindergarten-Primary:* ART 101 and 102; ENG 170 and 271; GEO 135; HPR 222; MAT 151 and 201; MUS 277 and 2 hours of Music electives from MUS 121, 122, 171, 270, or Applied Music courses; at least 5 hours of natural sciences electives from BSC, CHE, GEO, PHY courses or C&I 230; at least 3 hours of speech electives from among INF 242, PAS 112, 115, and THE 141, 232.
2. *Intermediate Grade:* ART 101 and 102; ENG 170 and 272; GEO 135; HPR 222; MAT 151 and 201; MUS 277 and 2 hours of electives from MUS 151, 152, 270, or Applied Music courses; at least 5 hours of natural sciences electives from BSC, CHE, GEO, PHY courses or C&I 230; at least 3 hours of speech electives from INF 223, 242, THE 141, 233.
3. *Upper Grade:* Requirements same as for Intermediate Grades *except* for the speech elective, which is: At least 3 hours of speech electives from INF 223, 242, 321, PAS 112, 115, 311, THE 141, 233.

**Electives in Elementary Education:** In addition to the courses required for the major in either the Core Program or Traditional Program and the course work required in University Studies, the student will have general elective courses to choose from. A student, in consultation with a departmental adviser, should select a sufficient number of electives so that the total amount of credit equals the requirements for graduation. Electives may be selected from the total catalog of courses provided the student meets the prerequisites for the course and has the approval of an adviser. From these courses, a student might concentrate in a specific field of study. If a student elects to concentrate in a specific field of study, the student may take a minor or second major by following the appropriate program requirements as stated in this catalog.

**Bilingual/Bicultural Education:** An Elementary Education major who completes the requirements for a B.S., B.A., or B.S. in Education degree and who completes the required courses listed below may be certified as an elementary school teacher with bilingual/bicultural endorsement. Of the two distinct sequences in Elementary Education, the Core Program is recommended. The additional required courses include:

- C&I 389 (Methods of Teaching Reading to Bilinguals) and 389 (Multilingualism in the School Setting).
- ENG 243 and two courses selected from among ENG 290, 341, and 389 (Teaching English as a Second Language).
- FOR (Spanish) 189 (Chicano Studies) and three courses selected from among FOR (Spanish) 218, 304, 385, and 389 (Spoken Regional Spanish).
- One HIS course selected from among HIS 261, 262, 289 (Chicano History), and 371.
- SOA 180.

Additional courses in Spanish may be required in order to obtain the required degree of bilingualism. The Elementary Education major who desires a bilingual/bicultural endorsement should consult the Director of Bilingual/Bicultural Education Program in the Department

of Curriculum and Instruction for assistance in planning a program to meet the above requirements.

## **Junior High/Middle School Education Program**

Degrees Offered: B.A., B.S., B.S. in Ed. Further Information: Department of Curriculum and Instruction. Teacher education program only.

### **COMPREHENSIVE JUNIOR HIGH/MIDDLE SCHOOL EDUCATION MAJOR**

#### **Professional Requirements**

- 28 hours in Professional Education required.
- Required courses: C&I 200 or 215 (2 hours), 210, 306, 231 or 228 or 235, 290, 399 (8 hours of Student Teaching); PSY 302; 2 hours of electives in C&I or PSY.

#### **Specialization**

- Appropriate preparation in one or more areas of teaching specialization listed below is required.

The major in Junior High/Middle School Education, a program of professional development for those who wish to teach at the junior high/middle school level of education, consists of three broad areas of preparation. These are subject area specialization requirements, general requirements of the program, and professional education requirements. As the Junior High/Middle School major completes the University Studies requirements and subject area specialization requirements, he or she should simultaneously meet the general program requirements listed in the catalog in the section on Teacher Education. The student satisfactorily completing this program will meet the State requirements for Elementary certification.

The Junior High/Middle School Education major should consult a Junior High adviser in the Department of Curriculum and Instruction for assistance in planning coursework to develop competency in one or two teaching areas of specialization for the contemporary junior high/middle school curriculum. The broad fields of Language Arts, Social Studies, Science, Mathematics, Physical Education, Home Economics, Industrial Arts, Art, Music, and Modern Language are typically considered as areas of specialization. This developmental program allows flexibility in selecting coursework consistent with State and regional as well as local school district standards for teaching at this level of education.

## **Curriculum and Instruction Courses**

**102 CONTINUING SEMINAR 1/2 F,S**  
*Elementary education teaching maj only. May be repeated. Max 2 1/2 hours. Course is offered on a credit/no credit basis only.*

Personal qualifications, attitudes and academic requirements for teaching. Instructor is student's adviser.

**109 HELPING RELATIONSHIPS 3 US-A F,S**  
 Development of human relations skills used in interpersonal communication, includes 2 hours lecture and 2 hours laboratory.

**200 PROFESSIONAL SEQUENCE 1-8 F,S**  
*C&I 210 and PSY 215 or conc reg. Observations, participation and clinical teaching required. This sequence is an alternate to a series of courses — C&I 215, C&I 216, and C&I 218. A student who has earned credit in one or more of the courses registers for fewer than the 8 hour maximum. This self-instructional program may be taken over several semesters. Identified portions of the Sequence must be completed prior to student teaching. Students who do not complete all professional sequence work within a period of six academic semesters (excluding summers) may be required to demonstrate the competencies required in the current sequence program. Course is offered on a credit/no credit basis.*

Basic principles and techniques of teaching, developmental and remedial aspects of high school reading and organization and administration of American public education.

**210 CHILD GROWTH AND DEVELOPMENT 3 F,S**  
*PSY 111. No credit if in Elementary Education Core program. Not for credit if had PSY 112.*

Physical, social, emotional and mental development of the child from conception through adolescence; methods of studying children and their behavior.

**215 AMERICAN PUBLIC EDUCATION 2**  
 Orgnaization and administration of American public education — federal, state, county, and local.

**216 SECONDARY EDUCATION 4**  
*C&I 210 or PSY 215. Observations and/or participation required.*

Basic principles and techniques of teaching; learning goals and their function, subject matter, assignment procedures, selection and use of various teaching aids, practice in unit and daily planning, guidance and discipline, using community resources, teacher-student planning, small-group techniques, and procedures for evaluating and reporting results.

**217 EXTRACURRICULAR ACTIVITIES IN SECONDARY SCHOOLS 2**  
*PSY 215.*

Types of activities, aims and values, practices in organization, administration, and supervision of these activities.

**218 SECONDARY-SCHOOL READING 2**  
 Developmental and remedial aspects of high school reading for senior and junior high school teachers, supervisors, and administrators.

**220 READING METHODS 3 F,S**  
*C&I 210 or PSY 215. No credit if in Elementary Education Core Program.*

Instruction in, observation of, use of materials and techniques in teaching word recognition (including phonics), comprehension, and critical reading.

**228 SOCIAL FOUNDATIONS 3 US-E F,S**  
 Education as a social process and function, social origins of contemporary educational problems.

**230 PHYSICAL SCIENCES FOR ELEMENTARY TEACHERS 3 F,S**  
*No credit if in Elementary Education Core Program.*

Emphasis on "hands on" activities relevant to K-6 teachers to develop basic skills for inquiry teaching. Emphasis also on developing science concepts and skills in the physical sciences.

**231 INTRODUCTION TO PHILOSOPHY OF EDUCATION** 3 US-E F,S  
 Philosophical inquiry regarding educational problems, the nature of the educative process, and its institutionalization.

**232 EDUCATION IN THE INNER CITY: AN INTRODUCTION** 3 US-E F,S  
 Social, economic, and cultural forces that contribute to deprivation in urban areas; their specific relationship to education. Activities within the local community emphasized.

**235 HISTORICAL FOUNDATIONS** 3 US-E F,S  
 Inquiry into the historical context of contemporary educational issues. Emphasis on development of public education in the United States.

**250 CORE I — THE ARTS** 12 F,S  
*Elementary education teaching maj only. Materials charge.*

Modern programs, materials, techniques of teaching art, creative drama and music, in elementary school. Child growth and curriculum.

**251 CORE II — COMMUNICATION SKILLS** 12 F,S  
*C&I 250. Materials charge. Admission to Teacher Education req.*

Modern programs, materials, techniques of teaching reading, language arts and physical education in elementary school. Media development, construction of language learning projects and exploration or oral-aural classroom activities. Evaluation, measurement, child growth, and curriculum.

**252 CORE III — NATURAL AND SOCIAL SCIENCES** 10 F,S  
*C&I 251. Materials charge.*

Modern programs, materials and techniques of teaching mathematics, science and social studies in elementary school. Emphasizes thinking skills. Students develop programs for a variety of classroom environments. Evaluation, measurement, and curriculum.

**253 CORE IV — THE CLINICAL CENTER PRACTICUM** 10 F,S  
*C&I 252.*

Participation in a partnership among Illinois State University, public school districts, the teaching profession and child-related community agencies. Measurement. Supervised clinical experiences meet state certification requirement for student teaching.

**260 CORE I — THE ARTS IN EARLY CHILDHOOD EDUCATION** 9 S  
*Materials charge.*

Modern programs, materials, techniques of teaching art, creative drama and music in ECE programs. Child growth and assessment. Participation experience required.

**261 CORE II — COMMUNICATION SKILLS IN EARLY CHILDHOOD EDUCATION** 9  
*C&I 260. Materials charge.*

Modern programs, materials, techniques of teaching prereading, language arts and literature in ECE programs. Child growth, assessment, and curriculum. Participation experience required.

**262 CORE III — NATURAL AND SOCIAL SCIENCES IN EARLY CHILDHOOD EDUCATION** 9  
*C&I 261. Materials charge.*

Modern programs, materials and techniques of teaching mathematics, science and social studies in ECE programs. Child growth, assessment and curriculum. Participation experience required.

**263 CORE IV — THE CLINICAL CENTER PRACTICUM** 6  
*C&I 262.*

Participation in a partnership among Illinois State University, ECE programs, the teaching profession and child-related community agencies. Supervised clinical experiences meet state certification requirement for student teaching.

**270 PRIMARY CURRICULUM** 4 F,S  
*C&I 220 or conc reg. No credit if in Elementary Education Core Program.*

Historical development of elementary curriculum, organizational patterns of elementary schools, classrooms, and instructional groups. Skill development in teacher planning and approaches to classroom management and teaching strategies and materials especially in language arts and social studies.

**280 MIDDLE GRADE CURRICULUM** 4 F,S  
*C&I 220 or conc reg. No credit if in Elementary Education Core Program.*

Methods and materials in intermediate grades; language arts; arithmetic, science and social studies; instructional problems for teachers; selection, organization, and use of curriculum materials; the unified program of activities; pupil appraisal.

**290 JUNIOR HIGH — MIDDLE SCHOOL CURRICULUM** 4 F,S  
*C&I 306, or conc reg, and cons inst. No credit if in Elementary Education Core Program.*

Curriculum planning and instruction of young adolescents in various types of school organization; methods and materials in language arts, social studies; arithmetic, and social activities.

**292 KINDERGARTEN EDUCATION** 3 F,S  
*C&I 210 and 270, 280 or 290 or 251.*

Principles and practices of planning, teaching, and evaluating kindergarten programs.

**298 SENIOR SEMINAR IN ELEMENTARY EDUCATION** 3 F,S  
*C&I 270, 280 or 290. No credit if in Elementary Education Core Program.*

Curriculum development, classroom management, teacher-pupil planning, providing for individualized differences, making records and reports, understanding research and literature of various teaching fields, testing and evaluation instruments and procedures, school-community relations, in-service education.

**300 EDUCATION ROLE OF PLAY IN EARLY CHILDHOOD** 3 F,S  
*Conc reg req in C&I 250 or junior standing.*

Emphasizes the process of play and its relationship to personal and cognitive development during the first eight years of life. Historical and current theories of play. Participation experiences required.

**301 PREKINDERGARTEN EDUCATION — PRINCIPLES AND PRACTICES** 3 F,S  
*C&I 300.*

Principles and practices of planning, teaching, and eval-

uating prekindergarten programs. Emphasizes living-learning experiences, activities, materials, and equipment appropriate for children in prekindergarten environments. Participation experiences required.

**302 PROSPECTUS IN ELEMENTARY EDUCATION 3 F,S**  
*No credit if in Elementary Education Core Program.*

The evolution of elementary education including its role in contemporary society.

**303 PRACTICUM IN UNIVERSITY READING STUDY CENTER 3 F,S**  
*C&I 218 or reading portion of 200 or 307 and cons inst. Six hours each week.*

Observation and participation to provide skills necessary for working in a reading-study center in high school, junior college and senior college.

**304 COLLOQUIUM: MUSIC, ART, AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL 3**

**306 READING DEVELOPMENT FOR EARLY ADOLESCENCE 3 F,S**

Provides the junior high/middle school person with knowledge, skills, and abilities to work with the developmental reading growth of early adolescents. A practicum experience is provided.

**307 ADVANCED READING METHODS 3 F,S**  
*C&I 220 or 251 or cons inst.*

Practical problems utilizing group techniques in teaching reading in elementary classroom. Integrates reading with non-reading learning activities.

**308 TEACHING ADULTS TO READ 3 S**  
*One course in teaching of reading.*

Nature and needs of the population of reading programs for adults. Goals, techniques, content, and materials.

**309 ADULT EDUCATION PROGRAMS 3**

Instruction, direction, and administration of public school adult education. The adult learner's needs and characteristics; facilities, staff, supervision and administration of adult education programs.

**310 ELEMENTARY SCHOOL CURRICULUM 4 S**  
*C&I 270, 280, or 290; or cons inst.*

Conceptual and structural design of elementary school curriculum.

**311 TEACHING IN URBAN ELEMENTARY SCHOOLS 3 F,S**

Processes and effects of urbanization on elementary school children; adaptation of curriculum materials, techniques, procedures, and practices for teaching in urban elementary schools.

**312 URBAN FIELD EXPERIENCE 3 or 6 F,S**

An off-campus, community-based experience in urban schools, local community agencies and state and private institutions serving youth.

**318 SCHOOL/COMMUNITY INVOLVEMENT 2-6**

*Conc reg req. C&I 253 and cons ctr director.*  
 Direct involvement with community programs and agencies. Student assumes the role of a volunteer participant under the guidance and supervision of a professor and a designated agency representative.

**324 SELECTED TOPICS IN THE HISTORY OF EDUCATION 1-3**  
*C&I 335 or Upper-Level HIS crse or cons inst. May be repeated.*

**326 SELECTED TOPICS IN THE PHILOSOPHY OF EDUCATION 1-3 S**  
*C&I 231 or Upper Level PHI crse or cons inst. May be repeated.*

**328 THE SCHOOL AS A SOCIAL INSTITUTION 3 US-E S**  
*Completion of University Studies Group D requirements or cons inst.*

Utilization of social scientific concepts in the study of education. Emphasis on organization and functions of the school as a social institution.

**330 MAN AND THE ANALYSIS OF EDUCATION 3**

Fundamental dimensions of foundational inquiry; historical, philosophical, social, and comparative foundations of education. Emphasis on relationship between selected views of man and their implications for education.

**331 HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION 3 F,S**  
*C&I 300 or 301.*

Emphasis given to major events and theories having an impact on Early Childhood Education in its contemporary form. Visitations required.

**332 EDUCATION IN THE INNER CITY 3 F,S**  
*C&I 270 or 280 or 290 or appropriate portion C&I 200. Field trips.*

Problems of educating students living in inner city. Student characteristics, needed teacher skills and attitudes, instructional materials, techniques, school and community programs.

**333 THE JUNIOR HIGH SCHOOL 2 F,S**  
 Philosophy, functions, curricula of early adolescent education as implemented in junior high/middle schools. Relationships between pupils' developmental characteristics, needs, and behaviors and development of school programs. Problems, issues, evaluation and accreditation of junior high/middle schools.

**335 HISTORY OF EDUCATION 3 S**  
 Development of European and American educational systems and programs. Historical perspective of modern educational programs.

**336 INTRODUCTION TO COMPARATIVE EDUCATION 3**  
 Comparative analysis of major ideas and institutions of selected national systems of education. Problems related to developments in American education.

**340 STATISTICS I 3 F,S**  
*PSY 111 or SOA 106. Also offered as SOA 340, and PSY 340.*

Application and interpretation of basic statistics used in the behavioral sciences: descriptive statistics, simple hypothesis testing and two-variable regression.

**347 TEACHER'S ROLE IN CHILD, FAMILY, AND COMMUNITY RELATIONSHIPS 3 F,S**  
*C&I 210 or 250 and cons inst.*

Theories and techniques of child-management, consultation procedures, parent and family education, and par-

ent involvement within the school and community agencies and institutions.

**350 READING-LANGUAGE ARTS:  
EARLY ELEMENTARY 3 F,S  
*C&I 220 or 251 or 306.***

**Extension and integration of the concepts and skills utilized in teaching reading and other language arts in the early elementary years.**

**353 CONTEMPORARY PROGRAMS IN  
ELEMENTARY SCHOOL SCIENCE**      3      F  
*C&I 230 or cons inst.*

Student investigations of ESS, SCIS, AAAS, COPES, materials commensurate with the teaching grade level. Emphasis placed on the investigative approach to the teaching of elementary science.

**354 DEMONSTRATION TECHNIQUES IN ELEMENTARY SCHOOL SCIENCE** 2 S  
*C&I 230, 252 or cons inst.*

Basic theory, rationale, and principles of effective demonstration science teaching in elementary school science. Includes analysis, synthesis, and utilization of both commercial and individually constructed demonstration apparatus and materials. Students will develop and use demonstration materials.

**360 PRINCIPLES OF GUIDANCE**      3      F,S  
Backgrounds, philosophy, and services in school guidance programs. Appraisal, informational and counseling services. Role of the classroom teacher: organization of guidance activities.

**361 STUDENT PERSONNEL WORK IN  
HIGHER EDUCATION 3**

Fundamental concepts, organization and administration of higher education student personnel work. The student personnel worker as a facilitator in the changing educational scene.

**362 BASIC SKILLS IN COUNSELOR  
EDUCATION 3** F,S  
*Lecture and laboratory.*

Introduction to, and laboratory practice in, the basic procedures and skills of counseling.

**387 MEASUREMENT AND EVALUATION  
IN EDUCATION 3 F,S**  
Development, use and improvement of standardized and teacher-made tests and self-rating devices. Interpretation of test data and use of test results. Appropriate for elementary school teachers.

**elementary, secondary and college levels.**

**398 PROFESSIONAL PRACTICE:  
SCHOOL/COMMUNITY  
INVOLVEMENT 2-6**

# **Educational Administration Programs and Courses**

The Department of Educational Administration offers only graduate work. It offers no undergraduate programs or courses. Consult the *Graduate Catalog* for departmental offerings.

# **Special Education**

**Chairperson:** Dean S. Hage, 110 Fairchild Hall.  
**Faculty:** Professors: Bommarito, Caldwell, Hage, Hemenway, Price, Rex, Stearns. Associate Professors: Bauer, Bowen, Cannell, Hadden. Assistant Professors: Beckman, Blackley, DeGrandpre, Foltz, Lee, McAnally, Morreau, Nezol, Noyes, Starzinger, Stephens, Tasker, Woodson. Instructors: Buscher, Cassens, Cross, Gottlieb, Paarlberg, Scarborough, Seiler, Smith. Lecturers: Gray, Jackson, Jarrett, Smithson.

## **Special Education Programs**

Degrees Offered: B.A., B.S., B.S. in Ed. in each of six degree programs indicated below. Further Information: Department of Special Education. Teacher education programs only available. Special Education students should consult the University-Wide Teacher Education Program Requirements section of the Catalog for information relevant to certification and clinical experiences in teacher education.

**Admission to Special Education Programs.** Since more students desire admission to Special Education programs than can be accommodated, students are admitted on a selective basis. Specific information on admissions policies and practices is available from the Department of Special Education. While students may be admitted as Special Education majors, they must graduate in one of the six specific degree programs specified below.

**Professional Requirements Applicable to All Special Education Programs.** All students in Special Education complete the 35 hours in Professional Requirements stated below in addition to the requirements for one of the six Comprehensive Majors.

— 35 hours including SED 145; C&I 210, 220, 270 or 280 or 290, 298 (298 not required in Deaf Education), 231 or 228 or 235; PSY 232, 334, 346; SED 399 (8 hours). Students in SED 399 (Student Teaching) receive various numbers of credit hours dependent upon the Special Education major in which they are enrolled, with more than 8 hours required in some majors. Students in Behaviorally and/or Learning Disordered major may substitute PSY 112 for C&I 210, may substitute SED 307 for C&I 298, and may substitute C&I 210, C&I 270, 280, 290.

# Educational Administration

**Chairperson:** Clayton F. Thomas, 331 DeGarmo Hall.  
**Faculty:** Professors: Budig, Burnham, Chambers, Dietterle, Edwards, Egelston, Hickrod, Hubbard, Laymon, Matsler, McGrath, Thomas. Associate Professors: Sabine, Smith. Assistant Professors: Adams, Jackson, McGrathy.

## **Behaviorally and Learning Disordered Special Education Program**

### **COMPREHENSIVE BEHAVIORALLY AND LEARNING DISORDERED MAJOR**

- 59 hours required in addition to Professional Requirements.
- Required courses: ART 101, 207; BSC 181, 182; ENG 170 or INF 306 or INF 307; at least 3 hours in GEO electives; HPR 222 or 223; at least 5 hours of MAT electives; MUS 371; PSY 347; SOA 323; PAS 115; SED 301, 361, 362; additional 8 hours of SED 399 (Student Teaching) for a total of 16 hours of 399.

## **Deaf and Hard of Hearing Special Education Program**

### **COMPREHENSIVE DEAF AND HARD OF HEARING MAJOR**

- 49 hours required in addition to Professional Requirements.
- Required courses: ART 101, BSC 181, 182; ENG 170 or INF 306 or 307; ENG 241 or 243 or 341; SED 245, 330, 353, 354, 355, 359; PAS 311, 350, 351, 372; additional 2 hours of SED 399 (Student Teaching) for total of 10 hours of 399.

## **Mentally Retarded, Educable, Special Education Program**

### **COMPREHENSIVE MENTALLY RETARDED, EDUCABLE MAJOR**

- 44 hours required in addition to Professional Requirements.
- Required courses: ART 101, 207; BSC 181, 182, ENG 170 or INF 306 or 307; at least 3 hours of GEO electives; HPR 222 or 223; HEC 106; at least 5 hours of MAT electives; MUS 371, PSY 348; SED 301, 346; PAS 115.

## **Mentally Retarded, Trainable, Special Education Program**

### **COMPREHENSIVE MENTALLY RETARDED, TRAINABLE MAJOR**

- 49 hours required in addition to Professional Requirements.
- Required courses: ART 101, 207; BSC 181, 182; ENG 170 or INF 306 or 307; at least 3 hours of GEO electives; HPR 222 or 223 or 382; HEC 106; at least 5 hours of MAT electives; MUS 371; PSY 347, 348; SOA 323; SED 301, 345; PAS 115.

## **Physically Handicapped Special Education Program**

### **COMPREHENSIVE PHYSICALLY HANDICAPPED MAJOR**

- 46 hours required in addition to Professional Requirements.
- Required Courses: ART 101, 207; BSC 181, 182, 381, 385; ENG 170 or INF 306 or 307; at least 3 hours of GEO electives; HPR 222 or 223; HEC 106; at least 5 hours of MAT electives; MUS 371; SED 301, 349; PAS 115.

## **Visually Handicapped Special Education Program**

### **COMPREHENSIVE VISUALLY HANDICAPPED, BLIND AND PARTIALLY-SEEING MAJOR**

- 62 hours required in addition to Professional Requirements.
- Required courses: ART 101, 207; BSC 181, 182, 382; BEA 112; ENG 170 or INF 306 or 307; at least 3 hours of GEO electives; HPR 222; HEC 106; at least 5 hours of MAT electives; MUS 371; SED 301, 350, 351, 352, 356, 360; PAS 115; additional 7 hours of SED 399 (Student Teaching) for a total of 15 hours of 399.

## **Special Education Courses**

### **145 INTRODUCTION TO SPECIAL EDUCATION 3**

F,S

### **245 FIELD WORK IN SPECIAL EDUCATION 1-6**

F,S

*Cons inst and dept chrpn. May be repeated.*

Supervised experiences in special education programs in day schools, clinical facilities, community agencies, residential institutions.

### **301 LABORATORY READING METHODS 3**

F,S

*C&I 220. Three double periods per week.*

Techniques of diagnosis and instruction for special cases of severe reading disability.

### **307 EMPLOYMENT ANALYSIS FOR THE EXCEPTIONAL 3**

F,S

*Also offered as IT 307. Materials charge.*

Diagnosis and instruction of exceptional children who are placed in occupational education. Synthesizing employment and education for exceptional children.

### **330 THE LANGUAGE OF SIGNS AND FINGERSPELLING 2**

F,S

*Laboratory required.*

Beginning course in expressive and receptive sign language skills.

### **345 SPECIAL CLASSES FOR THE TRAINABLE 3**

F,S

*Observation and participation.*

Organization of educational programs for trainable mentally retarded.

<b>346 EDUCATION FOR THE MENTALLY RETARDED</b>	<b>4</b>	F,S <i>Observation and participation.</i>
Objectives, curriculum and methods for educable mentally retarded.		
<b>347 EDUCATION OF THE NEUROLOGICALLY IMPAIRED</b>	<b>2</b>	F,S <i>Observation and participation. Not for credit if had SED 362.</i>
Educational adjustments for children with severe learning problems and/or perceptual dysfunction.		
<b>348 EDUCATION OF GIFTED CHILDREN</b>	<b>2</b>	F,S
<b>349 EDUCATION OF PHYSICALLY HANDICAPPED</b>	<b>2</b>	F,S <i>BSC 381 or cons dept chrpn. Observation and participation.</i>
Educational programs for crippled and other health impaired children.		
<b>350 INTRODUCTION TO VISUAL HANDICAPS</b>	<b>3</b>	F,S
Nature and needs of the visually handicapped, infants to adults.		
<b>351 EDUCATION OF THE VISUALLY HANDICAPPED</b>	<b>3</b>	F,S <i>SED 350.</i>
<b>352 BRAILLE READING AND WRITING I</b>	<b>3</b>	F,S
<b>353 EDUCATION OF THE DEAF</b>	<b>2</b>	F,S Psychological, social, and learning problems relating to education of the deaf and hard of hearing.
<b>354 THE TEACHING OF SPEECH TO THE DEAF</b>	<b>4</b>	F,S <i>SED 353. Observation and participation.</i>
Methods of developing speech in the preschool and school-age deaf child.		
<b>355 THE TEACHING OF LANGUAGE TO THE DEAF</b>	<b>4</b>	F,S <i>SED 353. Observation and participation.</i>
Principles and techniques of teaching language to preschool and school-age deaf children.		
<b>356 BRAILLE READING AND WRITING II</b>	<b>3</b>	F,S <i>SED 352.</i>
Designed to develop mastery of the braille mathematic code and materials format code.		
<b>358 EDUCATION OF SOCIALLY AND EMOTIONALLY DISTURBED</b>	<b>2</b>	F,S PSY 347. Not for credit if had SED 362.
<b>359 THE TEACHING OF READING AND ELEMENTARY SCHOOL SUBJECTS TO THE DEAF</b>	<b>4</b>	F,S <i>SED 353.</i>
Teaching reading to deaf at all elementary school levels. Methods of teaching subjects as arithmetic, social studies and science.		
<b>360 ORIENTATION AND MOBILITY FOR CLASSROOM TEACHERS</b>	<b>2</b>	F,S Practicum in basic daily living skills and rudimentary mobility techniques.
<b>361 EDUCATIONAL ASSESSMENT OF THE LEARNING AND BEHAVIORALLY DISORDERED</b>	<b>5</b>	F,S <i>Maj only or cons dept chrpn. Participation.</i>

Generation, analysis, synthesis and application of data in planning educational programs for the learning/behaviorally disordered.

<b>362 EDUCATION OF THE LEARNING AND BEHAVIORALLY DISORDERED</b>	<b>5</b>	F,S <i>SED 361 or conc reg req. Maj only or cons dept chrpn. Participation. Not for credit if had SED 347 or 358.</i>
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Development and delivery of educational programs for individuals identified as learning or behaviorally disordered.

## University-Wide Teacher Education Program Requirements

This section of the catalog provides information needed by students in teacher education programs only. Students seeking further information or clarification on information presented here should contact the Office of Clinical Experiences and Admission-Retention in Teacher Education located in DeGarmo Hall.

Each student who completes a bachelor's degree program in teacher education is eligible for one or more teaching certificates in the State of Illinois. When a student has completed all the requirements for a degree, the Office of Admissions and Records will issue a card of entitlement for an Illinois Teaching Certificate. Specific information concerning requirements for certification in Illinois may be obtained at the Office of Clinical Experiences and Admission-Retention in Teacher Education. General information may be obtained at the Placement Service or the offices of superintendents of educational service regions. The Dean of the College of Education serves as the certification officer for the University.

Students are advised that the teacher education certification requirements provided here are for Illinois and that they should consult certification requirements for other states if they desire to be certified for teaching elsewhere.

Students who complete a bachelor's degree program in teacher education at Illinois State University have their transcripts stamped, "Student has completed NCATE program in teacher education." (NCATE is the National Council for Accreditation of Teacher Education.) Students interested in completing a teacher education program at Illinois State must be admitted to a teacher education program, complete both professional and general education requirements appropriate to the level of certification (high school, junior high school, elementary, special education, or early childhood education), and successfully complete student teaching.

## Admission-Retention Program

The following policies concerning admission-retention in teacher education programs apply to all students pursuing teacher education programs in any department of any college of the University.

The Office of Clinical Experiences and Admission-Retention in Teacher Education administers the procedures for admission to programs of teacher education based upon the stated eligibility requirements. Additional requirements for admission to teacher education may be established by the department. A student should obtain information on these requirements from the department of the student's major field.

A student will not be assigned to student teaching unless formally admitted to teacher education programs and all stipulated prerequisites for student teaching are satisfied.

A student may elect a maximum of 9 semester hours of undergraduate study in education without formal admission to teacher education programs. Exceptions beyond this maximum are approved by the Office of Clinical Experiences and Admission-Retention in Teacher Education. General or exploratory study in education is encouraged, but students seeking to satisfy teaching certification requirements should do so by formal admission to appropriate teacher education programs.

## Admission Program

Each student planning to enter a teacher education program must meet the eligibility standards and follow the procedures for admission to teacher education programs as follows:

### 1. Eligibility for Application

a. A student who wishes to enter a program of teacher education may request formal admission to that program after the completion of 45 hours, at least 12 of which must be graded hours and must be earned at Illinois State University.

b. Freshman or sophomore students may pursue study as "Majors" in any area including elementary education or special education, but their formal admission to programs of teacher education must be consistent with the above regulation. Lower division undergraduate students who wish to take immediate advantage of teacher education scholarships must submit a declaration of intent for subsequent admission to teacher education programs.

c. A student seeking admission to a teacher education program must have an ISU cumulative grade point average of 2.2 or higher for all undergraduate credit as well as in their major field at the time of admission to the program and must maintain a cumulative and major field grade point average of 2.2 or higher throughout the program.

d. A student seeking admission to a teacher education program must receive an eligibility recommendation from the Departments of English and Information Sciences.

(1) In order for a student to receive an eligibility recommendation in English, the student must have earned a C or higher in English 101. A student who receives credit by proficiency examination in English 101 will receive a recommendation. A student who takes English 101 on pass/fail will receive a recommendation if the actual grade turned in by the instructor is C or higher. A student who receives a D in English 101 must repeat the course and earn a higher grade in order to receive an eligibility recommendation or receive credit by successfully passing the qualifying examination.

(2) In order for a student to receive an eligibility

recommendation in Information Sciences, the student must have earned a C or higher in Information Sciences 110 and must have cleared any identified speech disorder. A student who receives credit by proficiency examination in Information Sciences 110 will receive a recommendation. A student who takes Information Sciences 110 on pass/fail will receive a recommendation if the actual grade turned in by the instructor is a C or higher. A student who receives a D in Information Sciences 110 must repeat the course and earn a higher grade in order to be recommended for student teaching.

(3) Effective September, 1974, all students enrolling in Information Sciences 110 will be required to complete satisfactorily a speech check conducted by the Department of Speech Pathology and Audiology. Any student who presents transfer credit in meeting the speech requirement must secure a speech check from the Department of Speech Pathology and Audiology.

e. A transfer student may be admitted to a teacher education program only after completion of a minimum of 12 hours of graded work at Illinois State University. A grade point average of 2.2 must be earned in this residence study.

### 2. Procedures for Admission

Application forms for admission to teacher education are obtained from the Office of Clinical Experiences and Admission-Retention in Teacher Education. Students must obtain, complete, and return the forms to the Office of Clinical Experiences and Admission-Retention in Teacher Education by established and publicized deadline dates. Among materials submitted and considered for admission are the following:

a. Recommendations: Recommendations are to be obtained from the student's adviser and from a present or previous college instructor in the major department of the student.

b. Interviews: All students should be available for interviews upon request.

c. Entrance, Psychological, or Aptitude Exams: Students may be requested to take certain examinations for the purpose of assessing potentiality for teacher preparation and educational careers.

Students must be admitted to teacher education at least one semester prior to student teaching. Specific deadline dates are publicized and available from the Office of Clinical Experiences. After application forms have been checked, students will receive formal notification as to their admission or non-acceptance into the program. Students who are denied admission to teacher education or student teaching may file a petition for a hearing. Specific information regarding procedures for a hearing may be obtained in the Office of Clinical Experiences and Admission-Retention in Student Teaching.

## Retention Program

In recognition of its responsibility to the schools in which its graduates teach, the University maintains a program of selective retention of candidates for the teaching profession. Thus, the University seeks to avoid recommending a candidate for a student teaching assignment or for certification unless the candidate has good character, sound mental and physical health, academic competence in his or her overall studies, teaching fields, and professional studies (see the requirements for student teaching).

# Professional Certification

In order to qualify for certification, each student in a teacher education program must complete: (1) a distribution of course work in general education (this may be and is usually done within the University Studies program), (2) courses in professional education appropriate to high school, junior high school, elementary, special education, or early childhood education, and (3) a teacher education approved major and minor field of study or a teacher education approved comprehensive major.

## High School

**1. General Education Requirements.** The following 42-hour general education requirement for high school teacher certification may be met within Illinois State's University Studies program so that, with appropriate course selections, a student meets both program requirements simultaneously:

8 hours of Language Arts.

6 hours of Science and/or Mathematics.

6 hours of Social Science, including a course in American History or Government.

6 hours in Humanities.

3 hours in Health and Physical Education from HPR courses numbered 100-149, 163, 165, 166, 180, 181, 182, 267, 268, 269, 340, or BSC 145, 181, 182.

Additional hours in any above fields and/or Psychology (except Educational Psychology) to total 42 hours.

**2. Professional Education Requirements.** Each student preparing to teach at the high school level must complete one of the following two programs in professional education. The first program, recommended for all students, includes:

24 hours.

Required courses: Psychology 215; Curriculum and Instruction 200 (8 hours), 231 or 228 or 235; Clinical Experiences 399 (10 hours).

The second, an older program in which some courses are not currently offered at Illinois State, includes:

24 hours.

Required courses: Psychology 215; Curriculum and Instruction 215, 216, 218, 231; Clinical Experiences 399 (10 hours).

**Experimental Urban Education Program.** The University presently offers a limited experimental program for high school teachers in the inner-city, which is designed to prepare teachers for urban secondary schools. Students interested in this program, which features community-based on-site course work and teaching experiences in inner-city schools, should consult the chairperson of the Department of Curriculum and Instruction. The program, which includes both on and off-campus work, includes:

29 hours.

Required courses: Psychology 215; Curriculum and Instruction 200 (4 hours), 228, 232, 312 (6 hours), Clinical Experiences 399 (10 Hours).

**3. Field of Study Requirements.** The approved teacher education major and minor or comprehensive major may be selected from among the following programs which are described in detail in the undergraduate field of study section of the catalog.

## Field of Study

Agriculture — Comp. Major

Anthropology — Major and Minor

Art — Comp. Major and Minor

Bilingual Education — Minor

Biological Sciences — Comp. Major, Major, and Minor

Business Education — Comp. Major, Major, and Minor

Chemistry — Major and Minor

Dance — Comp. Major and Minor

Early Childhood Education — Comp. Major and Minor

Economics — Minor

English — Comp. Major, Major, and Minor

Ethnic and Cultural Studies — Minor

French — Major and Minor

Geography — Major and Minor

German — Major and Minor

Health Education — Comp. Major and Minor

History — Major and Minor

Home Economics — Comp. Major, Major, and Minor

Industrial Education — Comp. Major, Major, and Minor

Instructional Media — Minor

Journalism — Minor

Latin — Minor

Latin American Studies — Minor

Library Science — Major and Minor

Mathematics — Comp. Major, Major, and Minor

Music — Comp. Major and Minor

Philosophy — Minor

Physical Education — Comp., Major, Major, and Minor

Physics — Major and Minor

Political Science — Major and Minor

Psychology — Major and Minor

Russian — Major and Minor

Social Sciences — Comp. Major

Sociology — Major and Minor

Spanish — Major and Minor

Special Education — Comp. Major in 6 areas

Speech Communication — Major and Minor

Speech Pathology — Comp. Major

Theatre — Major and Minor

A copy of ISU programs approved by the State Teacher Certification Board of the Illinois Office of Education may be obtained from the Office of Clinical Experiences in DeGarmo Hall.

## Junior High School

**1. General Education Requirements.** A student may meet the following general education requirements and the University Studies requirement simultaneously. Courses beyond the 42 hours required for University Studies should be selected from among the courses approved for University Studies. The 48-hour general education requirement for the junior high school program includes:

9 hours of Language Arts.

7 hours of Humanities, including 1 hour of Art and 1 hour of Music.

12 hours of Social and Behavioral Sciences, including a course in American History or Government.

7 hours of Natural Sciences.

5 hours of Mathematics.

4 hours of Health and Physical Education (2 hours from BSC 145, 240, or 248, and 2 hours from HPR 180, 242, or 280).

4 hours of Applied Sciences, selected from HEC or IT courses.

## **2. Professional Education and Field of Study**

Requirements. Both of these requirements are described in the Junior High School Education field of study section of the catalog.

### **Elementary School**

#### **1. General Education Requirements.**

The 78-hour general education requirement for an Elementary Education student includes:

8 hours of Language Arts.

6 hours in Science.

6 hours in Social Science, including a course in American History or Government.

6 hours in Humanities.

3 hours in Mathematics.

3 hours in Health and Physical Education from HPR courses numbered 100-149, 163, 165, 166, 180, 181, 182, 267, 268, 269, 340, or BSC 145, 181, 182.

All other requirements are automatically met within the Elementary Education major as described in the catalog. Students should plan a program of study which simultaneously meets the above requirements and Illinois State's University Studies (general education) requirement.

#### **2. Professional Education and Field of Study**

Requirements. Both of these requirements are described in the Elementary Education field of study section of this catalog.

### **Early Childhood Education**

#### **1. General Education Requirements.**

The 78-hour general education requirement for an Early Childhood Education student includes:

9 hours in Language Arts.

7 hours in Science.

7 hours in Social Science, including a course in American History or government.

7 hours in Humanities.

3 hours in Health and Physical Education from HPR courses numbered 100-149, 163, 165, 166, 180, 181, 182, 267, 268, 269, 340, or BSC 145, 181, 182.

All other requirements are automatically met within the Early Childhood Education major as described in the Catalog. Students should plan a program of study which simultaneously meets the above requirement and Illinois State's University Studies (general education) requirement.

#### **2. Professional Education and Field of Study**

Requirements. These requirements are described in the Early Childhood Education field of study section of this Catalog.

### **Special Education**

Special Education students complete all University Studies requirements. Beyond meeting the professional education requirements for teachers of special education, a student majors in one of six areas: Behaviorally and Learning Disordered, Deaf and Hard of Hearing, Mentally Retarded (educable), Mentally Retarded (trainable), Physically Handicapped, or Visually Handicapped (blind and partially sighted).

To ensure full certification the pattern of preparation should include:

#### **1. General Education Requirements:**

The 78-hour general education requirement includes:

9 hours of Language Arts.

7 hours of Science.

7 hours of Social Science (including a course in American History or Government).

6 hours of Humanities.

5 hours of Mathematics.

3 hours of Health and Physical Education.

#### **2. Professional Education and Area of Specialization Requirements.**

Both of these requirements are described in the Special Education section of this Catalog.

### **Speech Pathology**

The Illinois Certificate in Speech and Language Impaired requires a master's degree. Speech Pathology-Audiology majors must complete the University Studies requirements and the departmental and professional education requirements described under the Speech Pathology-Audiology major in the program section of this catalog.

## **Clinical Experiences in Teacher Education**

Observation, participation, studies of individual pupils and research, and student teaching are included in the program of clinical experiences. The experiences offered prior to student teaching are usually integral parts of specific college courses. Clinical experiences are provided in off-campus clinical teaching centers, in local schools and in campus laboratory schools. Clinical laboratory experiences following student teaching include activities in which the student does additional study or has additional experiences as recommended by his instructors, supervising teacher or college supervisor.

### **Requirements for Student Teaching**

The following requirements for student teaching apply to all students (1) whether the student teaching is done during the regular school year or during the summer session, and (2) whether the student teaching is done at a clinical center or in any of the teacher education programs at Illinois State University.

The minimum requirement in student teaching is 36 clock hours for each semester hour of credit (5 semester hours — 180 clock hours). More clock hours of clinical work are required in Speech Pathology-Audiology.

The number of semester hours of student teaching required varies with the student's curriculum. A student enrolled in an elementary, junior high school, special education or speech pathology curriculum is required to earn a minimum of 8 hours of credit in student teaching. A student enrolled in a high school curriculum is required to earn a minimum of 10 hours of credit in student teaching and special methods.

A student usually does all student teaching in his or her major field. A student must meet all eligibility requirements for student teaching in that major field. If a student does student teaching in his or her minor field, the student must meet certification requirements for teaching in that field. If a student does all student teaching in the major field or in both the major and minor fields, the total number of semester hours required in student teaching remains the same.

To be eligible to do student teaching, a student must meet all of the following requirements:

1. Be formally admitted to an approved teacher education program of the University at least one semester prior to the beginning of the semester in which student teaching is to be done.
2. Have completed 15 semester hours of work in residence (or its equivalent) at Illinois State University.
3. Have a teacher education approved major and minor field of study or a teacher education approved comprehensive major.
4. Have earned at least 90 hours of college credit.
5. Have, if an undergraduate student, completed satisfactorily the courses which are prerequisites to Student Teaching 399 (see General Offerings in Course Listing section of Catalog) or C&I 253. Have, if a student with a bachelor's degree from a recognized college or university, completed satisfactorily all the professional education courses required in the specific sequence (elementary, junior high school, secondary, or special education). Specific information related to professional education courses that must be completed before assignment is made to student teaching is available in the Office of Clinical Experiences and Admission-Retention to Teacher Education.
6. Have earned at least a 2.2 grade point average at the time of application for student teaching and at the time of entry into student teaching in: (a) all work taken at Illinois State University, and (b) all work taken at Illinois State University in the major field.
7. Have secured a statement from the University Health Service indicating that he or she is physically capable of meeting the requirements of a regularly certified teacher.
8. Have filed an application for student teaching for a given semester with the Director of Clinical Experiences at least six months prior to the semester in which student teaching is planned.
9. Have successfully completed at Illinois State University a minimum of 4 semester hours of professional education approved by the appropriate education department at ISU prior to student teaching.
10. Have been approved for student teaching by the chairperson of the department of the student's major and the director of the Office of Clinical Experiences.

Students are expected to earn all of the student teaching credit required at Illinois State University. Exceptions to this policy may be made in individual cases if credit in student teaching has been earned in an institution of higher education accredited by the National Council for Accreditation of Teacher Education. Such arrangements must have the prior approval of the Director of Clinical Experiences.

## Assignment to Student Teaching

The University will assign student teachers to selected off-campus schools or to clinical centers in Illinois

during regular semesters. Student teachers are assigned only to classrooms that have regularly employed full-time teachers. Assignments are not made to a school in which the student teacher is concurrently employed as a teacher. A student teacher may not earn academic credit and receive a salary or an income for the same teaching experience.

The usual patterns for student teaching are to assign a student to a school for a period of nine weeks or to a teacher education field center for eighteen weeks, during which time the student does full-time student teaching. During this period in the school, the student teacher works with one or more supervising teachers who are responsible for teaching a specific group or groups of pupils. These supervising teachers along with the college supervisors have responsibility for guiding and evaluating the work of the student teacher. During this experience, the student becomes a member of the school staff and of the community in which he or she is working (co-curricular activities and community affairs are a part of the student teaching experience).

The Director of Clinical Experiences, in cooperation with the head of the student's major department, makes the student teaching assignments. The Director of Clinical Experiences is responsible for making the arrangements and establishing the procedures involved in student teaching.

Although a student's preference for an assignment will be given consideration, the University makes the final decision regarding the school and the location. Generally, students are not assigned to schools which are in their home communities or in communities in which they are currently residing.

Any student who has a prolonged illness or temporary disability and who is unable to continue in his/her student teaching assignment should consult with the Director of the Office of Clinical Experiences. A clearance from a physician will be required stating that the student is again able to continue in his/her student teaching assignment without any contingencies.

Students who have had teaching experience and who have shown a high standard of achievement in previous teaching may be given special student teaching assignments involving remedial instruction or other specialized phases of teaching which will broaden their preparation.

The Director of Clinical Experiences, upon the recommendation of the college supervisor or chairperson of the student's major department, may require a student to do additional work and continue student teaching until the student is sufficiently competent to be recommended for certification.

Student teaching assignments begin and end on the dates indicated in the student's official notice of assignment. Ordinarily, the student is expected to follow the school calendar of the school in which student teaching is done insofar as vacations and school holidays are concerned. Changes in dates involved in an assignment must receive the permission of the Director of Clinical Experiences.

# College of Fine Arts

**Dean:** Charles Bolen, 116 Center for the Visual Arts.  
 The primary function of the College of Fine Arts and its Departments of Art, Music, and Theatre is to provide professional training in the arts for students preparing to be elementary secondary and college teachers and for students desiring professional careers in select areas of the arts. Various areas of concentration in undergraduate and graduate studies, including MFA and MM programs and a doctoral program in Art, provide flexible curricula for a variety of student talents and interests. The College also provides a cultural environment through the performing and visual arts for the campus, community and region.

## Art

**Chairperson:** Frederick V. Mills, 119 Center for the Visual Arts.  
**Faculty:** Professors: Barford, Freyberger, George, Greigor, Mills, Moore, Myers, Niemi, Rennels, Salome, Towner. Associate Professors: S.H. Amster, Anderson, Boyd, Butler, Colvin, Hartley, Hentz, Hobbs, Holder, Jackson, Malone, Mawdsley, Stefl, Steinburg, Tinsley. Assistant Professors: S.F. Amster, Bock, Bontemps, Brittko, Brower, Brown, Brueckner, Carswell, Ernest, Harris, Knoblock, McClain, Natale, Newby, Potthoff, Suhr, Sweet, Tell, Toperzer, Walker-Oni, Walter, Wesle, Wong. Instructors: Gude, Kilgo, Kinser, Muirhead. Faculty Assistants: Bertagnoli, Cox. Lecturers: Marlow, Peck, Steiner, Stumbo.

The Department of Art is accredited by the National Association of Schools of Art.

## Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Art Programs

Degrees Offered: B.A., B.S. Further Information: Department of Art. Separate liberal arts and teacher education programs.

### MAJOR IN ART

— 37 hours in Art required.  
 — Required courses: ART 103, 104, 106, 109, 155, 156; two courses from ART 224, 228, 232, 240; two courses from ART 213, 226, 261; any 300-level Art History course; remaining hours in ART electives. ART 201, 202, 203, 204, 309 do not count toward major.

### COMPREHENSIVE ART MAJOR

— 55 hours in Art required.  
 — Required courses: ART 103, 104, 106, 109, 155, 156; two courses from ART 224, 228, 232, 240; two courses from ART 213, 226, 261; any 300-level Art History course; remaining hours in ART electives. ART 201, 202, 203, 204, 309 do not count toward major.

### COMPREHENSIVE ART EDUCATION MAJOR

— 55 hours in Art required.

— Required courses: ART 103, 104, 106, 109, 155, 156, 201, 309 (2 consecutive semesters); two courses from ART 224, 228, 232, 240; two courses from ART 213, 226, 261; any 300-level Art History course; remaining hours in ART electives.

### MINOR IN ART

— 27 hours in Art required.  
 — Required courses: ART 103, 104, 106, 109, 155, 156; 9 hours of electives in ART. ART 201, 202, 203, 204, 309 do not count toward minor.

### MINOR IN ART EDUCATION

— 27 hours in Art required.  
 — Required courses: ART 103, 104, 106, 109, 155 or 156, 201, 202, or 203, 204 (204 must be taken concurrently with 202 or 203); 6 hours of electives in ART.

## Bachelor of Fine Arts (B.F.A.) Art Program

Degree Offered: B.F.A. Further Information: Department of Art. Liberal arts program only.

### COMPREHENSIVE B.F.A. ART MAJOR

— 72 hours in Art required.  
 — Required courses (45 hours): ART 103, 104, 106, 109, 155, 156, 232, 235, 261; two courses selected from among ART 224, 228, 240; two courses selected from among ART 213, 226, 245; any two 300-level Art History courses.  
 — 27 additional hours in chosen concentration selected in consultation with an academic adviser. ART 201, 202, 203, 204, and 309 do not count toward this major. Students are admitted to the B.F.A. degree program during the sophomore year; the student must submit a portfolio to the Department of Art as part of the admission process of the B.F.A. degree program. Consult the Department of Art for further information on admission to the B.F.A. program in Art. An exhibition of the student's work during the senior year is required of students in the B.F.A. program.

## Art Courses

The Department of Art reserves the right to keep for demonstration and exhibition examples of work done by students for course requirements.

<b>100 INTRODUCTORY ART WORKSHOP</b>	<b>2</b>	<b>US-A</b>	<b>F,S</b>
<i>Materials charge.</i>			
Drawing, painting, printmaking, sculpture, and crafts.			
<b>101 ART ACTIVITIES FOR ELEMENTARY SCHOOLS</b>	<b>2</b>	<b>F,S</b>	
<i>Materials charge.</i>			
<b>102 ART ACTIVITIES FOR ELEMENTARY SCHOOLS</b>	<b>3</b>	<b>F,S</b>	
<i>ART 101. No credit if in Elementary Education Core program. Materials charge.</i>			
<b>103 VISUAL ELEMENTS</b>	<b>3</b>	<b>F,S</b>	
<i>Fundamentals of two-dimensional design.</i>			
<b>104 BASIC DRAWING</b>	<b>3</b>	<b>F,S</b>	
<i>Practice in drawing using a variety of materials.</i>			
<b>105 TEACHING ART IN THE JUNIOR HIGH SCHOOL</b>	<b>2</b>		
<b>106 ART FOUNDATIONS</b>	<b>3</b>	<b>F</b>	
<i>Fundamental premises underlying art disciplines.</i>			

<b>108 STRUCTURAL DESIGN</b>	<b>3</b>					
Principles applied to creating products for home or industry.						
<b>109 BASIC MATERIALS</b>	<b>3</b>		<b>F,S</b>			
<i>Materials charge.</i>						
Fundamentals of three-dimensional design.						
<b>111 ART FUNDAMENTALS</b>	<b>3</b>		<b>F,S</b>			
<i>Primarily for students in HEC. Materials charge.</i>						
<b>116 PUPPETRY</b>	<b>3</b>		<b>F,S</b>			
<i>Also offered as THE 116.</i>						
<b>118 LANDSCAPE COMPOSITIONS AND SKETCHING</b>	<b>3</b>					
<b>150 ART APPRECIATION</b>	<b>2</b>	<b>US-A</b>	<b>F,S</b>			
<i>Non-Art maj.</i>						
Survey of art styles.						
<b>155 SURVEY OF ART I</b>	<b>3</b>	<b>US-B</b>	<b>F,S</b>			
Arts from pre-historic times to end of Medieval period circa 1400.						
<b>156 SURVEY OF ART II</b>	<b>3</b>	<b>US-B</b>	<b>F,S</b>			
Arts from the Renaissance to the first World War circa 1920.						
<b>200 ART MATERIALS FOR ELEMENTARY SCHOOLS</b>	<b>3</b>					
<b>201 CRAFTS FOR ART EDUCATION</b>	<b>3</b>		<b>F,S</b>			
<i>Maj min only; others by cons dept chrpn. Formerly ART 132. Materials charge.</i>						
<b>202 TEACHING ART IN THE ELEMENTARY SCHOOLS</b>	<b>2</b>		<b>F</b>			
<i>ART min; others by cons dept chrpn.</i>						
<b>203 TEACHING ART IN THE SECONDARY SCHOOLS</b>	<b>2</b>		<b>S</b>			
<i>ART min only; others by cons dept chrpn.</i>						
<b>204 JUNIOR PARTICIPATION IN ART</b>	<b>1</b>		<b>F,S</b>			
<i>Conc reg req in ART 202 or 203.</i>						
Observations and participation in teaching art.						
<b>206 THE ART RESOURCE PERSON</b>	<b>1</b>					
<i>10 hrs in Art. Elem Educ maj only.</i>						
<b>207 ART FOR SPECIAL EDUCATION</b>	<b>3</b>		<b>F,S</b>			
<i>ART 101 and cons inst. For SED students. Formerly ART FOR EXCEPTIONAL CHILDREN. Materials charge.</i>						
<b>211 ADVANCED CRAFTS</b>	<b>3</b>					
<i>Maj min only; others by cons dept chrpn.</i>						
<b>213 LIFE DRAWING</b>	<b>3</b>		<b>F,S</b>			
<i>Formerly ART 113.</i>						
Drawing from human figure, anatomy, and composition.						
<b>214 DRAWING COMPOSITION</b>	<b>3</b>		<b>F,S</b>			
<i>ART 213. Formerly ART 114: LIFE COMPOSITION</i>						
Further study of human figure, representation, and composition.						
<b>244 JEWELRY I</b>	<b>3</b>		<b>F,S</b>			
<i>Formerly ART 124. Materials charge.</i>						
Fundamental processes in crafting of precious and semi-precious metals.						
<b>225 JEWELRY II</b>	<b>3</b>		<b>F,S</b>			
<i>ART 224. Formerly ART 224. Materials charge.</i>						
Advanced problems in jewelry.						
<b>226 VISUAL COMMUNICATIONS I</b>	<b>3</b>		<b>F,S</b>			
<i>ART 103 or cons inst. Formerly ART 126. Materials charge.</i>						
Studio work in hand lettering, type usage, and layout procedures.						
<b>227 VISUAL COMMUNICATIONS II</b>	<b>3</b>		<b>F,S</b>			
<i>ART 226. Formerly ART 226. Materials charge.</i>						
Studio work in graphic design for visual communications media.						
<b>228 CERAMICS I</b>	<b>3</b>		<b>F,S</b>			
<i>Formerly ART 127: POTTERY. Materials charge.</i>						
Designing, making, glazing, and firing of pottery.						
<b>229 CERAMICS II</b>	<b>3</b>		<b>F,S</b>			
<i>ART 228. Formerly ART 227. Materials charge.</i>						
Advanced problems in ceramic design.						
<b>230 CERAMIC TECHNOLOGY</b>	<b>3</b>		<b>F,S</b>			
<i>ART 228 or cons inst. Materials charge.</i>						
A study of ceramic technology as it relates to the studio potter. Special attention will be given to glaze formulation, clay bodies, and kiln design.						
<b>232 SCULPTURE I</b>	<b>3</b>		<b>F,S</b>			
<i>Formerly ART 132. Materials charge.</i>						
Experimentation with modern sculptural techniques.						
<b>233 SCULPTURE II</b>	<b>3</b>		<b>F,S</b>			
<i>ART 232. Formerly ART 232. Materials charge.</i>						
Advanced sculpture in various media.						
<b>235 PHOTOGRAPHY AS AN ART FORM</b>	<b>3</b>		<b>F,S</b>			
<i>Materials charge.</i>						
The study of photography as an art form.						
<b>240 WEAVING I</b>	<b>3</b>		<b>F,S</b>			
<i>Formerly ART 140. Materials charge.</i>						
Introduction to various weaving techniques.						
<b>241 WEAVING II</b>	<b>3</b>		<b>F,S</b>			
<i>Art 240. Formerly ART 240. Materials charge.</i>						
Advanced work in various weaving techniques.						
<b>242 MINORITY ARTS</b>	<b>3</b>	<b>US-A</b>				
A survey course designed to study forms, content, artistic technique, and contributions of the American Indian, Chicano, Puerto Rican, and black American artists of the present.						
<b>245 PRINTMAKING I</b>	<b>3</b>		<b>F,S</b>			
<i>ART 104. Materials charge.</i>						
Introduction to printmaking techniques.						
<b>248 REPROGRAPHICS</b>	<b>3</b>					
<i>ART 226.</i>						
The study of process photography as an art form.						
<b>250 THE ARTS AND MODERN MAN</b>	<b>3</b>	<b>US-A</b>				
<i>Also offered as MUS 250 and THE 250.</i>						
Selected works from music, theatre and visual arts.						
<b>251 EXPERIMENTAL FILMMAKING</b>	<b>3</b>		<b>F,S</b>			
<i>ART 103 or equiv. Materials charge.</i>						
The study of filmmaking as an art form.						
<b>255 GLASS I</b>	<b>3</b>		<b>F,S</b>			
<i>One ART course or cons inst. Materials charge.</i>						
Basic techniques of glass blowing.						
<b>259 AESTHETIC EXPERIENCE</b>	<b>1</b>	<b>US-A</b>	<b>F,S</b>			
<i>May be repeated. Max 3 hrs. Also offered as MUS 259 and THE 259.</i>						
One hour of credit is available on a credit-no credit basis for attendance at 15 fine arts events. One class meeting						

per week is used to introduce future events and to analyze past events.

**261 PAINTING I 3** F,S  
*Formerly ART 161.*

Experimental work with variety of transparent and opaque painting media.

**262 PAINTING II 3** F,S  
*ART 261. Formerly ART 261.*

Problems of pictorialization and survey of contemporary trends in painting.

**263 PAINTING III 3** F,S  
*ART 261, 262. Formerly ART 262.*

Individual exploration of concepts from ART 261 and 262.

**277 AFRO-AMERICAN ART — PRE-SLAVERY TO 1865 3** US-A F,S

Study of art forms, content, artistic technique and contributions of pre-slavery artists up to Afro-American artists of 1865.

**278 BLACK AMERICAN ART — 1865 to PRESENT 3** US-A F,S

Study of artistic technique lifestyles, political and social implications of black American artists from 1865 to present.

**309 PROFESSIONAL ART EDUCATION CORE 3** F,S  
*Not for credit if had ART 202 or ART 203. For ART EDU maj; others by cons dept chrpn. Two consecutive semester sequence starting in Fall.*

Learning theory, studio skills and art teaching methodology.

**321 PHILOSOPHY OF ART 3**

**324 JEWELRY III 2-6** F,S  
*ART 225. May be repeated. Materials charge. Formerly ADVANCED JEWELRY AND SILVER-SMITHING.*

**326 VISUAL COMMUNICATIONS III 3** F,S  
*ART 226, 227. Materials charge.*

Advanced studio work in advertising and editorial layout.

**328 CERAMICS III 2-6** F,S  
*ART 229. May be repeated. Formerly ART 327. Materials charge.*

**331 ADVANCED DRAWING 1-3** F,S  
*ART 214. May be repeated.*

**332 SCULPTURE III 2-6** F,S  
*ART 233. May be repeated. Materials charge.*

**340 WEAVING III 2-6** F,S  
*ART 241. May be repeated. Materials charge.*

**345 PRINTMAKING II 2-6** F,S  
*ART 245. May be repeated. Formerly ADVANCED GRAPHICS. Materials charge.*

**351 SPECIAL PROJECTS IN ART 2-6** F,S  
*Cons inst. May be repeated. Materials charge.*

**355 GLASS II 2-6** F,S  
*ART 255. May be repeated. Materials charge.*

Advanced skills of creating hand blown glass.

**361 PAINTING IV 2-6** F,S  
*ART 263. May be repeated.*

**366 ANCIENT ART 3**  
 Art and architecture of early civilizations of Egypt,

Mesopotamia and peripheral areas from circa 8000 B.C. to circa 300 B.C.

**367 CLASSICAL ART 3**  
 Art and architecture of the Aegean, Greek and Roman worlds from circa 3000 B.C. to the era of Constantine.

**369 HISTORY OF MEDIEVAL ART AND ARCHITECTURE 3**  
 Art and architecture of Europe from circa 500 A.D. to the Renaissance.

**372 MODERN ARCHITECTURE 3**  
*Formerly ART 483.*

Late 19th and 20th century architecture. Sullivan, Wright and the Chicago School. European movements involving Le Corbusier, Gropius, and Mies Van der Rohe. The great engineers, Maillart, Nervi, Fuller, Candela.

**373 PRE-COLUMBIAN ART INDIAN ARTS OF MIDDLE AMERICA 3**

Art of Mexico and Yucatan before the arrival of the Spanish.

**375 ITALIAN RENAISSANCE ART 3**  
 Painting, sculpture, and architecture of the 15th and 16th centuries in Italy.

**376 NORTHERN RENAISSANCE ART 3**  
 Art and architecture of the Renaissance and Mannerism in Northern Europe.

**377 HISTORY OF BAROQUE AND ROCOCO ART 3**

Painting, sculpture, and architecture of Europe during the 17th century.

**378 HISTORY OF 19TH CENTURY ART AND ARCHITECTURE 3**

Concentration is centered on the art of Europe from the French Revolution to the 20th century.

**379 MODERN ART 3**  
 Painting and sculpture in Europe and America from the late 19th century to 1970.

**380 ART IN THE UNITED STATES I: COLONIAL — 19TH CENTURY ROMANTICISM 3**

American art from the Colonial Period through 19th century Romanticism.

**381 ART IN THE UNITED STATES II: AMERICAN IMPRESSIONISM — WORLD WAR II 3**

American art from late 19th century Impressionism to the advent of World War II.

**382 ART IN THE UNITED STATES III: WORLD WAR II TO THE PRESENT 3**

Complex artistic developments which occurred in the United States from World War II to the present.

**398 PROFESSIONAL PRACTICE: INTERNSHIP IN ART 1-8**

*May be repeated. Max 16 hrs. Cons inst.*  
 Supervised work experiences in: Professional Studio; Design; Community or Governmental Arts Programs; Arts Administration; Teaching Art (Not for credit ART EDUCATION maj); Art Related Industry.

# Music

**Chairperson:** David L. Shrader, 230 Centennial East.  
**Faculty:** Professors: Bedford, Bolen, Cordero, Corra, Eichen, Farlee, Ferrell, Han, Pollock, Roderick, Rye, Shrader. Associate Professors: Armstrong, DeBose, Foeller, Hillstrom, Kemp, Lewis, Livingston, J. LoMonaco, Poultney, Sanders, Schoenfeld, Sudano, Terrill, Williams. Assistant Professors: Chavez, R. Faulmann, Hackett, Hardine, Koerselman, Manring, Monette, Omer, Peterson, Rehm, Rosene, P. Schuetz, Stephens, Stokes, Suggs, Vance, Whikehart. Instructors: Boitos, E. Faulmann, K. Gray, Hurtz, Thomas. Lecturers: Dawson, H. Gray, Iwasaki, A. LoMonaco, J. Schuetz.

## General Information Concerning Music Programs and Courses

**1. Admission Auditions.** Students who intend to major in Music at Illinois State University are expected to have prior music experiences. Prior to acceptance as a Music major, all students must pass a performance audition on their major instrument or voice. Information concerning admission auditions is available from the Department of Music.

**2. Placement Tests.** All students admitted to a Music major degree program and all Music minors are required to take a placement test prior to enrolling in courses in music theory and applied music. The test results determine the courses in which students enroll. Information concerning these placement tests is available from the Department of Music.

**3. Performing Organization Requirement.** All students pursuing a Music major degree program are required to participate in a major music-performing organization each semester they are enrolled in the University (B.M.E. majors are exempt from this requirement during the semester of Student Teaching). Specific performing organization participation requirements are indicated below for each of the Music major degree programs. A maximum of 12 hours in music performing organization credit is applicable to any degree.

**4. Concurrent Registration.** Students registered in applied music courses (MUS 131-138 and 231-238) are required to be concurrently registered in MUS 106 or 206.

**5. Enrollment Limitations.** Enrollment in some Music Courses is limited to those students who have had auditions or who have secured the permission of the appropriate coordinator. Information concerning these course enrollment limitations is available from the Department of Music.

**6. Musical Instrument Storage.** In the event that students choose to store musical instruments on campus in any building operated by the University, they hereby waive any and all liability of the University and its employees for the loss of or damage to such musical instruments by any cause whatsoever, including, but not limited to, fire, water, windstorm, or any other casualty, theft, or dampness or dryness of the air.

## Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Music Programs

Degrees Offered: B.A., B.S. Liberal arts program designed to be combined with other majors and minors.

### MAJOR IN MUSIC

- 37 hours in Music required.
- Required courses: MUS 101, 102, 203, 204; at least 8 hours of applied music (may include Group Instruction Voice or Piano); elective courses in MUS to complete 37 hours.

### MINOR IN MUSIC

- 24 hours in Music required.
- Required courses: MUS 101, 102; at least 8 hours of applied music (may include Group Instruction Voice or Piano); at least 4 hours in performing organizations or ensembles; elective courses in MUS to complete 24 hours.

## Bachelor of Music Education (B.M.E.) Programs

Degree Offered: B.M.E. Teacher education program.

### COMPREHENSIVE MUSIC EDUCATION MAJOR

**Core Requirement and Sequences:** All students must complete the core requirement of MUS 101, 102, 203, and 204 and choose a sequence from one of the four sequences below. Depending upon the sequence chosen, the major will require from 57 to 60 hours. The Vocal and Keyboard sequences involve preparation for K-12 certification with a choral general emphasis. The Band and Orchestra sequences involve preparation for K-12 certification with an instrumental emphasis.

**Piano and Applied Music Requirements:** Students pursuing the B.M.E. degree are required to attain sufficient skill in playing the piano to pass a proficiency test prior to their student teaching and/or their senior year. A syllabus of proficiency requirements is available in the department office, or from the Group Piano Coordinator. The study of piano may be done in Group Instruction 122 or in applied piano. A maximum of 8 hours is allowed for taking piano in group instruction. Students pursuing the B.M.E. degree are required to study applied music on their major instrument every semester that they are enrolled in the program, except for the semester in which they student teach (this may include Group Instruction Voice or Piano). This must include the successful completion of at least one semester of a 200-level applied music course.

### Choral-General-Vocal Sequence

- 57 hours in Music required.
- Required courses: Core requirement and a minimum of 2 semesters of group or applied piano and 5 semesters of group or applied voice (group voice may be repeated only once for credit); MUS 127, 167, 262, 264.
- Students must be enrolled for 1 hour of credit in University Glee Club, Treble Choir, Oratorio Choir,

Concert Choir, or Madrigal Singers each semester they are in residence, except for the semester in which they student teach. Within this requirement, students must take not less than four semesters in Oratorio Choir, Concert Choir, or Madrigal Singers.

#### **Choral-General-Keyboard Sequence**

- 59 hours in Music required.
- Required courses: Core requirement and a minimum of 3 semesters of group or applied voice and 5 semesters of group or applied piano; MUS 167, 240 (3 hours required), 262, 264, 330 (piano).
- Students must be enrolled for 1 hour of credit in University Glee Club, Treble Choir, Oratorio Choir, Concert Choir, or Madrigal Singers each semester they are in residence, except for the semester in which they student teach. Within this requirement, students must take not less than four semesters in Oratorio Choir, Concert Choir, or Madrigal Singers.

#### **Instrumental-Band Sequence**

- 60 hours in Music required.
- Required courses: Core requirement and MUS 111, 113, 115, 117, 161, 167, 261.
- Students must be enrolled for 1 hour of credit in Concert Band, Varsity Band, University Band, Jazz Band, Chamber Wind Ensemble, or Orchestra each semester they are in residence, except for the semester in which they student teach. Within this requirement, students must take not less than two semesters of marching band, nor less than two semesters of a concert band.

#### **Instrumental-Orchestra Sequence**

- 57 hours required.
- Required courses: Core requirement and MUS 111, 113, 115, 117, 167, 330 (strings).
- Student must be enrolled for 1 hour of credit in an orchestra each semester they are in residence, except for the semester in which they student teach.

#### **MINOR IN MUSIC EDUCATION**

- 24 to 27 hours in Music required, depending upon sequence selected (student selects one of the five sequences below).

#### **Choral Music Sequence**

- 26 hours in Music required.
- Required courses: MUS 101, 102, 167, 264; at least 4 hours of applied music voice (may include Group Instruction Voice); at least 4 hours of applied music keyboard (may include Group Instruction Piano).

#### **General Music Sequence**

- 26 hours required.
- Required courses: MUS 101, 102, 167, 262; at least 4 hours of applied music keyboard (may include Group Instruction Piano); at least 4 hours of applied music voice (may include Group Instruction Voice).

#### **Instrumental Music-Winds Sequence**

- 27 hours required.
- Required courses: MUS 101, 102, 111, 115, 117, 167, 261; at least 4 hours of applied music brass, percussion, or woodwinds.

#### **Instrumental Music-Strings Sequence**

- 27 hours required.
- Required courses: MUS 101, 102, 111, 113, 115, 117, 167, 330 (appropriate string pedagogy and literature course); at least 4 hours of applied music strings.

#### **Applied Music Sequence**

- 24 hours required.

— Required courses: MUS 101, 102, 167, 330 (appropriate pedagogy and literature course); at least 8 hours of applied music on the major instrument.

Students wishing to pursue the minor in applied music must audition; freshmen after one year in the University; sophomore transfer students, after one semester; junior and senior transfers, upon enrollment in the University.

## **Bachelor of Music (B.M.) Program**

Degree Offered: B.M. Professional music program.

#### **COMPREHENSIVE MUSIC MAJOR**

- 68 hours of Music required.
- Required courses: MUS 101, 102, 167, 203, 204, and two courses selected from among MUS 255, 256, 257, and 258; one applied music course on the major instrument each semester (may include Group Instruction Voice or Piano), including the successful completion of at least one semester of 200 level applied music; in addition, students must be enrolled for 1 hour of credit each semester they are in residence in Concert Band, Varsity Band, Marching Band, Jazz Band, Chamber Wind Ensemble, Orchestra, University Glee Club, Treble Choir, Oratorio Choir, Concert Choir, Madrigal Singers, or Accompanying (for keyboard majors only).

Student also selects one of the five sequences below and completes requirements of that sequence. For students who select sequences 3, 4, or 5, the requirements are: three semesters of 200-level applied music, a partial junior recital, and a senior recital.

1. **Music Theory-Composition Sequence:** 23 additional hours in theory, composition, and theory pedagogy; electives to complete 68 hours.
2. **Music History-Literature Sequence:** 12 additional hours in theory; 12 additional hours in music history and problems in music history; electives to complete 68 hours.
3. **Keyboard Instrument Performance (Piano, Harpsichord) Sequence:** 2 hours in keyboard pedagogy and literature; 4 hours in accompanying (may be 4 of the 8 hours in music performing organizations required of BM majors); 9 additional hours in theory and music history; electives to complete 68 hours.
4. **Voice Performance Sequence:** 2 hours in vocal pedagogy and literature; 2 hours in choral conducting; electives to complete 68 hours.
5. **Band and Orchestra Instruments Performance Sequence:** 2 hours in pedagogy and literature on appropriate instrument; 2 hours in instrumental conducting; electives to complete 68 hours.

## **Music Therapy Program**

A music major who completes the requirements for a B.S., B.A., or B.M.E. degree, and who completes the required courses listed below in addition to a six-month internship sanctioned by the National Association for Music Therapy, Inc., may be certified as a registered music therapist. Required Music courses include: MUS 111, 113, 115, 117, 190, 191, 289.03, 292, 340, 341, 360 (4 hours). It is also required that a student enroll in MUS 192 or 292 each semester the student is enrolled in the University except for the first semester of the freshman

year. Social class guitar and applied music organ are highly recommended. Required additional courses in other departments include: AHP 100 or 105; HPR 120, 133.14, 181; PSY 232, 301, 302 and two PSY electives from 333, 346, 347, 348, 350, 361, 363; SOA 106, 180; PAS 112 or 215. Students enrolled in Music Therapy must meet the requirements for a degree in music as well as the requirements established by the National Association for Music Therapy, Inc. Students enrolled in this program may expect to exceed the general University requirement of 120 hours for graduation; 130-136 hours will normally be required to meet both Music Therapy and University requirements for graduation. The prospective music therapy student is encouraged to contact the Director of Music Therapy Program in the Department of Music before beginning coursework.

## Music Courses

### 100 INTRODUCTION TO MUSIC

**THEORY** 3 US-A

F,S

Pitch and rhythmic notation, major-minor key system, sight reading of simple pitch, rhythmic patterns, diatonic melodies.

### 101 MUSIC THEORY AND

**LITERATURE** 6 US-A

F

*Theory Placement Test or MUS 100 or cons Theory Coord.*

Principles of melodic analysis and writing; two and three-part pitch and rhythmic association, and texture and diatonic harmony through the Medieval, Renaissance and Baroque periods.

### 102 MUSIC THEORY AND

**LITERATURE** 6 US-A

S

*MUS 101 or cons Theory Coord.*

Continuation of diatonic harmony, simple functional chromaticism, and elementary formal analysis through works representative of Classical, Romantic and 20th Century Styles.

### 106 APPLIED MUSIC LABORATORY 0

### 111 GROUP INSTRUCTION IN

**BRASS** 2

F,S

Practical instruction in playing all brass instruments.

### 113 GROUP INSTRUCTION IN

**STRINGS** 2

F,S

Practical instruction in playing the violin, viola, cello and string bass.

### 115 GROUP INSTRUCTION IN

**WOODWINDS** 2

F,S

Practical instruction in playing all woodwind instruments.

### 117 GROUP INSTRUCTION IN

**PERCUSSION** 1

F,S

Practical instruction in playing and methods of teaching percussion instruments.

### 118 SOCIAL-CLASS GUITAR 2

*Student must supply non-electric guitar.*

### 121 GROUP INSTRUCTION IN

**PIANO** 2

F,S

*For students who have had little or no formal piano study and who are not music maj or min. Enrollment and placement only by permission of the Group Piano Coord. May be repeated to total four hours.*

Harmonization, sight-reading and transposition, technical studies, and solo ensemble repertoire.

### 122 GROUP INSTRUCTION IN

**PIANO** 2

F,S

*Mus maj min with little or no keyboard skills. Enrollment and placement by permission of the Piano Coord. A syllabus of piano proficiency requirements is available from the music office and the Group Piano Coord. May be repeated to total eight hours.*

### 126 GROUP INSTRUCTION IN

**VOICE** 2

F,S

*May be repeated.*

Practical instruction in singing. English and Italian diction. Successful completion of 126 by audition before members of voice faculty is prerequisite for admittance to 137.

### 127 FOREIGN LANGUAGE DICTION

**FOR SINGERS** 2

F,S

*MUS 126 or ap mus-voc or conc reg.*

German and French diction through the study of art songs in both languages.

### 131 - 138 APPLIED MUSIC 2 or 4 ea

*F,S*

*May be repeated. Permission of appropriate coord one sem in advance of reg. Prereq for MUS 137 described in narrative for MUS 126. Conc reg req MUS 106.*

Brass, 131; harpsichord, 132; organ, 133; percussion, 134; piano, 135; strings, 136; voice, 137; woodwinds, 138.

### 139 ENSEMBLE 1-2

*May be repeated.*

Study and performance of chamber music in a variety of combinations of instruments.

### 141 PIANO TUNING I 2

F

Piano Tuning is a course designed to offer tuning techniques as well as maintenance and mechanical information necessary for the care of grand and studio model pianos. Students enrolled in the course will tune, maintain, and repair Department of Music pianos.

### 151 SURVEY OF MUSIC

**LITERATURE** 2 US-A

F,S

Music representative of the various periods and styles.

### 152 MUSIC OF 20TH CENTURY

**AMERICA** 2 US-A

F,S

*MUS 151 or cons inst.*

Particular eras, media, and styles are explored.

### 153 BLACK MUSIC I 3 US-A

F

A survey of those musical elements — rhythm, improvisation, vocal inflections, call and response — which define Black Folk Music.

### 154 BLACK MUSIC II 3 US-A

S

A survey of Black composers, arrangers, performers, and educators in the areas of Jazz, Blues, Gospel, Spirituals, Rhythm and Blues, and Western Classical music in the 20th century.

### 155 INTRODUCTION TO

**ELECTRONIC MUSIC** 2

F

An introduction to the history, literature and techniques of electronic music. Projects in tape manipulator and synthesizer techniques.

### 161 MARCHING BAND TACTICS 2

F

*Participation required in marching band during the football season.*

Rudiments of marching band.

### 167 BASIC CONDUCTING 2

F,S

Fundamentals, score reading, rehearsal procedures and

practical experience in work with choral or instrumental media.

### 171 MUSIC SKILLS FOR CLASSROOM

TEACHERS 2

F,S

Basic skills and fundamentals of music for students in the Elementary and Special Education curricula who do not read music.

### 181 - 188 PERFORMING

ORGANIZATIONS 1

US-E

F,S

*Max 12 hours of 181 - 188 and 281 - 288 may be counted toward a degree.*

Participation in the major organizations:

181, Concert, Varsity, or University Band.

182, Symphony Orchestra.

183, Chamber Wind Ensemble.

184, Concert Choir.

185, University Glee Club.

186, Treble Choir.

188, Oratorio Choir.

### 190 PRINCIPLES OF MUSIC

THERAPY I 2

F

An introduction to music as a therapeutic agent in the rehabilitation and reorganization of the human being into social life.

### 191 PRINCIPLES OF MUSIC

THERAPY II 2

S

The function of the music therapist with clinical experience and observation of music therapy in action.

### 192 MUSIC THERAPY PRACTICUM 1

F,S

*May be repeated. Max 3 hrs.*

Supervised practical experience in therapeutic music situations in various institutions in the area.

### 203 MUSIC THEORY AND

HISTORY 6

F

*MUS 102. Formerly MUS 103: MUSIC THEORY.*

Contrapuntal techniques, chromatic harmony, and formal analysis within a comprehensive framework from 500 to 1750.

### 204 MUSIC THEORY AND

HISTORY 6

S

*MUS 203. Formerly MUS 104: MUSIC THEORY.*

Contemporary analytical procedures and historical perspectives applied to music since 1750.

### 205 COMPOSITION 2

F,S

*May be repeated.*

This course is designed to develop individual creative talents of students in musical composition. Students will progress from the composing of well-balanced musical phrases to works in small forms for piano, choral groups, and small musical ensembles.

### 206 APPLIED MUSIC LABORATORY 0

### 209 ORCHESTRATION 2

F

Scoring for orchestras and bands, focusing on tonal balance, color, timbre, and technical problems.

### 210 CHORAL ARRANGING 2

Arranging music for large and small vocal ensembles; emphasis on needs of public school vocal teacher.

### 218 JAZZ IMPROVISATION I 2

F

*Cons inst.*

Fundamentals in improvising or extemporaneous playing; opportunity to perform improvised solos, both on standard chord changes and original compositions.

### 231 - 238 APPLIED MUSIC 2 or 4 ea

F,S

*May be repeated. Permission of appropriate coord one sem in advance of reg. Conc reg req MUS 206.*

Advanced brass, 231; harpsichord, 232; organ, 233; percussion, 234; piano, 235; strings, 236; voice, 237; woodwinds, 238.

### 239 ENSEMBLE 1-2

F,S

*May be repeated.*

Study and performance of chamber music in a variety of combinations of instruments.

### 240 ACCCOMPANYING 1- F,S

*Formerly MUS 140. May be repeated.*

Technique and skills of accompanying singers and instrumentalists, including experience in providing accompaniments for other students.

### 250 THE ARTS AND MODERN

MAN 3 USA

F,S

*Also offered as ART 250 and THE 250.*

Selected works from music, theatre and visual arts.

### 253 MUSIC HISTORY AND LITERATURE THROUGH THE 17TH CENTURY 3

F

### 254 MUSIC HISTORY AND LITERATURE FROM THE 18TH CENTURY TO THE PRESENT 3

S

### 255 MUSIC HISTORY AND LITERATURE, 20TH CENTURY 3

F

*MUS 204 or cons inst.*

### 256 MUSIC HISTORY AND LITERATURE, 17TH AND 18TH CENTURIES 3

*MUS 204 or cons inst.*

Development of music during the 17th and 18th centuries including nationalities, schools, styles, and form.

### 257 MUSIC HISTORY AND LITERATURE OF THE 19TH CENTURY 3

*MUS 204 or cons inst.*

Musical developments in the 19th century; romanticism, impressionism, the orchestra, opera, art song, other large and small forms.

### 258 MUSIC HISTORY AND LITERATURE OF THE RENAISSANCE 3

S

*MUS 204 or cons inst.*

Artistic and social conditions of the 15th and 16th centuries in Europe, sacred and secular vocal music, instruments, forms, theoretical practices.

### 259 AESTHETIC

EXPERIENCE 1 USA

F,S

*May be repeated. Max 3 hrs. Also offered as ART 259 and THE 259.*

One hour of credit is available on a credit-no credit basis for attendance at 15 fine arts events. One class meeting per week is used to introduce future events and to analyze past events.

### 261 INSTRUMENTAL TECHNIQUES 4

F

*Formerly MUS 361.*

Problems and procedures in developing instrumental classes and organizations.

### 262 MUSIC EDUCATION 4

F,S

*Cons dept chrpn for non-MUS maj.*

Survey of music in the kindergarten and grades one through eight; current practices in teaching music; materials used for singing, listening, rhythmic activities, creating, and playing; planning of music suitable for the activities program.

### 263 BAND SCORING 2

S

Instrumentation for bands; scoring for outdoors; transcription from other media; editing of scores.

<b>264 MUSIC EDUCATION</b>	<b>4</b>	<b>F,S</b>	
<i>Cons dept chrpn for non-MUS maj.</i>			
Survey of music in grades seven through twelve; current practices in teaching music; materials used for singing, listening, and creative activities; planning of music suitable for the activities program.			
<b>268 CONDUCTING (CHORAL)</b>	<b>2</b>	<b>F,S</b>	
<i>MUS 167 or cons inst.</i>			
Further development of conducting skills; principles of vocal production, rehearsal procedures, and problems of conducting choral music from all historical periods.			
<b>269 CONDUCTING (INSTRUMENTAL)</b>	<b>2</b>	<b>F,S</b>	
<i>MUS 167 or cons inst.</i>			
Further development of conducting skills with attention given to interpretation of representative instrumental works of master composers.			
<b>270 MUSIC LITERATURE FOR CHILDREN</b>	<b>2</b>	<b>F,S</b>	
<i>For teachers, principals, and supervisors in elementary schools.</i>			
Music interests of children in the various grades; music literature to develop these interests and promote growth; music suitable for use in various units in activities program.			
<b>277 MUSIC EDUCATION IN THE ELEMENTARY GRADES</b>	<b>3</b>	<b>F,S</b>	
<i>MUS 171 or cons inst. For classroom teachers and elementary principals. Not for credit maj or if in Elementary Education Core program.</i>			
Techniques and materials for teaching music in kindergarten through six.			
<b>281 - 288 PERFORMING ORGANIZATIONS</b>	<b>1</b>	<b>US-E</b>	<b>F,S</b>
<i>Max 12 hours of 181 - 188 and 281 - 288 may be counted toward a degree.</i>			
Participation in major organizations:			
281, Concert, Varsity, or University Band.			
282, Symphony Orchestra.			
283, Chamber Wind Ensemble.			
284, Concert Choir.			
285, University Glee Club.			
286, Treble Choir.			
288, Community-University Oratorio Choir.			
<b>292 MUSIC THERAPY PRACTICUM</b>	<b>1</b>	<b>F,S</b>	
<i>May be repeated. Max 4 hrs.</i>			
Supervised practical experience in therapeutic music situations in various institutions in the area.			
<b>301 FORM AND ANALYSIS IN MUSIC</b>	<b>3</b>	<b>F</b>	
Structure of music from simple binary and ternary forms to rondo, theme and variations, and sonata forms.			
<b>305 COMPOSITION</b>	<b>3</b>	<b>F,S</b>	
<i>May be repeated.</i>			
Free composition in larger forms.			
<b>307 SURVEY OF MUSIC THEORY</b>	<b>2</b>	<b>F</b>	
Review of analytical techniques and procedures. Emphasis on tonal music.			
<b>309 ADVANCED ORCHESTRATION</b>	<b>3</b>	<b>S</b>	
<i>MUS 209 or cons inst.</i>			
<b>330 PEDAGOGY AND LITERATURE</b>	<b>2</b>	<b>F,S</b>	
<i>(Brass, woodwind, percussion, voice, strings, piano, organ.)</i>			
<i>May be repeated. More than one area may be taken concurrently.</i>			
Methods of teaching, class and individual instruction; emphasis on technique and a comparison of various teaching procedures. Survey of important literature and composers for each medium.			
<b>331 - 338 APPLIED MUSIC</b>	<b>2 or 4 ea</b>	<b>F,S</b>	
<i>May be repeated. Permission of appropriate coord one sem in advance of reg.</i>			
Individual instruction: Advanced brass, 331; Harpsichord, 332; Organ, 333; Percussion, 334; Piano, 335; Strings, 336; Voice, 337; Woodwinds, 338.			
<b>340 INFLUENCE OF MUSIC UPON BEHAVIOR</b>	<b>3</b>		<b>S</b>
<i>MUS 190, 191, PSY 111, SOA 106.</i>			
A study of the various physiological effects of music. The place of functional music in music education, investigation of effective media and musical patterns. The relation of music and health in education, industry, and aesthetics.			
<b>341 MUSIC IN THERAPY</b>	<b>3</b>		<b>F</b>
<i>MUS 190, 191, and 340; or senior standing.</i>			
The application of music experience as an adjunctive therapy in the prescriptive treatment of the exceptional child.			
<b>351 THE OPERA</b>	<b>3</b>		<b>F</b>
<i>MUS 204 or cons inst.</i>			
Historical development of opera; emphasis on stylistic elements and trends of the various periods. Plots and music through recordings, piano scores, full scores, live performances.			
<b>353 HYMNOLOGY</b>	<b>3</b>		
Christian hymns from early Greek and Roman times. Various denominational hymnals are examined and evaluated.			
<b>354 SACRED MUSIC REPERTOIRE</b>	<b>2</b>		
Reading and evaluating choral literature of all periods, covering motets, anthems, plainchant, and responses for adult and children's choirs. Attention given to organ music, instrumental music, cantata and oratorio.			
<b>355 ELECTRONIC MUSIC</b>	<b>2</b>		<b>S</b>
<i>MUS 155.</i>			
An analysis of the various techniques of composition in the electronic media with practical experiences with the variety of sound-generating equipment available to the composer.			
<b>357 MUSIC BIBLIOGRAPHY</b>	<b>3</b>		<b>F</b>
Introduction to methods of research. Critical examination of dictionaries, encyclopedias, catalogs and other aids to research.			
<b>358 NOTATION</b>	<b>2</b>		
Black notation in Medieval music: square, pre-Franconian. Tablatures and white notation in Renaissance solo and ensemble music.			
<b>360 INTRODUCTION TO PSYCHOMUSICCOLOGY</b>	<b>3-4</b>		
<i>Laboratory req for students following Music Therapy program. Formerly MUS 460: PSYCHOLOGY OF MUSIC EDUCATION.</i>			
An introduction to the psychology of music behavior and cognition. Topics include music perception, memory, and learning and their relation to the sensory, formal, and expressive properties of music.			
<b>361 CURRENT TRENDS IN INSTRUMENTAL MUSIC</b>	<b>3</b>		<b>S</b>
<i>Formerly MUS 261.</i>			
Administration and supervision of instrumental music in			

elementary and secondary schools, methods and materials in current use, and current research related to instrumental music teaching.

### 363 CHORAL TECHNIQUES 2

*Course in conducting or practical experience.*

Clinical aspects of the chorus rehearsal, contemporary choral practices, repertoire and source material, interpretation and program building.

### 371 MUSIC FOR THE EXCEPTIONAL CHILD 3

F,S

Trends in music education for exceptional children. Techniques and materials for a functional program of singing, playing, listening, and creative activities.

### 377 MUSIC EDUCATION IN THE ELEMENTARY GRADES 3

F,S

*MUS 262 or 277. For elementary classroom teachers, music teachers, and music supervisors.*

Purposes, content, materials and teaching procedures in general music classes in elementary schools; supervisory practices, in-service workshops and curriculum planning.

### 384 OPERA PRODUCTION 3

F,S

*Approval Music Theatre Director. May be repeated.*

Problems of presenting specific representative works from music theatre repertoire.

### 391 MUSICAL STYLES IN THE RENAISSANCE 3

F

*MUS 204.*

A systematic survey of musical styles in the mass, motet, madrigal, and other forms considered within the musical and cultural milieu of the time.

### 392 MUSICAL STYLES OF THE BAROQUE PERIOD 3

S

*MUS 204.*

An examination of the styles of the period, using the tools analysis and of historical inquiry to trace the inception and development of musical forms, techniques, and traditions.

### 394 MUSICAL STYLES IN THE CLASSICAL PERIOD 3

F

*MUS 204.*

A detailed study of the forms and styles of the classical period, including opera, oratorio, and mass as well as symphony, concerto, sonata, and string quartet.

### 395 MUSICAL STYLES IN THE ROMANTIC PERIOD 3

F

*MUS 204.*

A selective investigation of the stylistic and aesthetic bases of Romanticism as reflected in the major vocal and instrumental forms of the period.

### 396 MUSICAL STYLES IN THE TWENTIETH CENTURY 3

S

*MUS 204.*

An exploration of 20th-century styles from traditionally-oriented to electronic and from totally serialized to aleatory.

ler, LaCasse, Marcus, Morrison, Ritch, Schmidt, Stringer, Traficante, Vybiral. Instructors: Ackermann, Romeo, Sessions.

## Theatre Programs

Degrees Offered: B.A., B.S., B.S. in Ed. Further Information: Department of Theatre. Separate liberal arts and teacher education programs.

### COMPREHENSIVE THEATRE MAJOR

#### Acting-Directing Sequence

- 55 hours in Theatre required.
- Required courses: THE 111, 125, 134, 9 hours of 135/335 and/or 136/336, 141, 151, 225, 237, 251, 337, 343, 344, 345, and THE electives to complete 55 hours.

#### Theatre production Sequence

- 55 hours in Theatre required.
- Required courses: THE 111, 125, 134, 151, 225, 237, 251, 266, 330, 331, 340, 343, 344, 345, and THE electives to complete 55 hours.

Theatre majors are expected to participate in at least one University Theatre production each semester. Credit in THE 150 or 350 may be earned for this participation. Students are expected to earn practicum in at least four different areas of theatre experience, such as costume, technical, management, acting, lighting, makeup.

### MAJOR IN THEATRE EDUCATION

- 36 hours in Theatre required.
- Required courses: THE 111, 134, 141, 151, 237, 251, 301, 343, 345, and THE electives to complete 36 hours.

Student participation as described under Comprehensive Theatre Major above applies to this program also. The department recommends that students who plan to teach in high school take INF 125, 160 and 223 as part of their University Studies requirements.

### MINOR IN THEATRE

- 24 hours in Theatre required.
- Required courses: THE 111, 134, 141, 151, 237, 251, 3 hours from among THE 343, 344, and 345, and THE electives to complete 24 hours.

### MINOR IN THEATRE EDUCATION

- 24 hours in Theatre required.
- Required courses: THE 111, 134, 141, 151, 237, 251, 301, and THE electives to complete 24 hours.

The department recommends that students who plan to teach in high school take INF 125, 160 and 223 as part of their University Studies requirements.

## Theatre Courses

### 100 INTRODUCTION TO FILM

ART 3 US-A

F,S

*Formerly THE 159.*

Artistic and social values of the cinema as a contemporary art form. Screening and discussion of selected films.

### 101 INTRODUCTION TO THE

THEATRE 3 US-A

F,S

*Formerly THE 130.*

Special attention to the productions being given during the semester.

## Theatre

**Chairperson:** Calvin Lee Pritner, 212 Centennial West.  
**Faculty:** Professors: Andreasen, Kirk, Lane, Pritner, Scharfenberg. Associate Professors: Bickley, Langdon, LaVista, Sharpham. Assistant Professors: Berkson, But-

**111 BASIC PRINCIPLES OF THEATRE    3**

Basic understanding and application of aesthetic and dramatic principles to be used in analysis of plays by director, actor, designer, technician, and costumer.

**116 PUPPETRY    3**

*Also offered as ART 116.*

**125 INTRODUCTION TO COSTUME    3**

*Lab arranged. Course fee required.*

Study and practical application of costume construction techniques and the study of basic costume design practice.

**126 VOCAL/PHYSICAL TECHNIQUE I    3**

F,S

Integrated approach to actor-training, focusing on the acquisition of specific vocal/physical techniques skills: self-awareness, voice/body development, improvisation, expression.

**127 VOCAL/PHYSICAL TECHNIQUE II    3**

*THE 126.*

Further investigation and development of skills, experiences, methods and attitudes introduced in Vocal/Physical Technique I.

**131 INTRODUCTION TO ACTING    3**

US-A

*Not for credit maj min.*

Introduction to process and nature of acting; variety of theatre experiences to encourage an understanding and appreciation of actor's craft.

**132 EXPLORING THE RESIDENCE HALL EXPERIENCE THROUGH DRAMA    3**

US-A    F,S  
*Cons inst.*

Residence life is explored through creative drama, which is utilized as a content area and as a problem-solving strategy for personal growth.

**134 BASIC ACTING    3**

F,S

*Maj min only. Cons inst. May be repeated. Max 6 hrs.*

Basic skills and concepts of acting.

**135 ACTING: EXPLORING CHARACTERIZATION THROUGH ANIMAL EXERCISES    3**

S

*THE 134 or equiv and cons inst. May be repeated.*

Techniques of actor research and characterization.

**136 ACTING STYLE: DISCOVERY AND PERFORMANCE    3**

F,S

*THE 134 or equiv and cons inst. May be repeated.*

Analysis, rehearsal and performance technique examined through the work of a particular playwright. In most semesters, at least four styles are offered.

**139 THEATRE ENCOUNTER    1-3**

F,S

*May be repeated. Cons inst. Not for credit for 1st sem Freshmen. Max 6 hrs. Formerly THE 239, DRAMATIC WORKSHOP.*

Student-initiated projects in acting, directing, design, and playwriting presented and critiqued. Emphasis is on process rather than final product. Production source for Process Theatre.

**141 ORAL INTERPRETATION OF LITERATURE    3**

US-A

F,S

**146 INTRODUCTION TO****BLACK DRAMA****AND THEATRE    3**

US-A

F

Exploration of the plays of the Afro-American dramatist from the Harlem Renaissance to the Black Arts Movement through lecture, discussion and workshop techniques.

**150 THEATRE PRACTICUM    1-2**

F,S

*May be repeated. Course offered as credit/no credit only.*

**151 STAGECRAFT    3**

F,S

*Lab required. Conc reg THE 150 or THE 350 rec.*

Theory and technique of basic construction and rigging procedures.

**225 STAGE MAKE-UP    2**

F,S

*THE 111, cons inst. Course fee required.*

**232 CREATIVE DRAMA    3**

US-A

F,S

*Observations and practical activities required. No credit if in Elementary Education Core Program.*

Study of the theory and use of drama in classrooms, camps, youth groups, and other instructional situations. Provides an awareness of personal creative potential through drama.

**233 THEATRE FOR THE CHILD AUDIENCE    3**

Studies in the selection and analysis of scripts; problems of directing and acting; special problems of productions.

**237 PRINCIPLES OF STAGE DIRECTION    3**

F,S

*THE 111, 151.*

Acquaints the student with the basic principles of stage direction and provides a basic vocabulary and methodology.

**250 THE ARTS AND MODERN****MAN    3**

US-A

S

*Also offered as ART 250 and MUS 250.*

Selected works from music, theatre, and visual arts.

**251 TECHNICAL PROCEDURES    3**

F,S

*THE 151. Formerly ADVANCED STAGECRAFT.*

Training in the methods and practices of stage management. Procedures and problems of technical production.

**259 AESTHETIC****EXPERIENCE    1**

US-A

F,S

*May be repeated. Max 3 hrs. Also offered as ART 259 and MUS 259.*

One hour of credit is available on a credit-no credit basis for attendance at 15 fine arts events. One class meeting per week is used to introduce future events and analyze past events.

**266 LIGHTING FOR STAGE AND TELEVISION    3**

F

Instrumentation, aesthetics, application of theatrical and television lighting through classroom-laboratory study.

**270 THE DOCUMENTARY IN FILM****AND BROADCASTING    3**

US-A

S

*Also offered as INF 270.*

Historical, philosophical, and theoretical consideration of documentary approach in films, television, and radio.

**300 HISTORY OF THE****CINEMA    3**

US-B

F,S

*Lab: screening of significant films.*

Historical and aesthetic development of the cinema.

**301 PRINCIPLES OF THEATRE EDUCATION 3 F**

Philosophies of theatre education, teaching strategies, co-curricular programs, textbook analysis, and professional organizations.

**302 CINEMA PRODUCTION 3**

*Lab: produce 100 to 200 foot 16 mm silent motion pictures.*

Principles and theory of 16 mm motion picture production. Major filmmaking as an art form of creative self-expression.

**325 COSTUME CRAFTS 3**

*THE 125, cons inst. Course fee required.*

Theory and technique of costume construction and use of special materials.

**326 VOCAL/PHYSICAL TECHNIQUE I 3 F,S**

Integrated approach to actor-training, focusing on the acquisition of specific vocal/physical techniques skills: self-awareness, voice/body development, improvisation, expression.

**327 VOCAL/PHYSICAL TECHNIQUE II 3 S**

*THE 126 or 326.*

Further investigation and development of skills, experiences, methods and attitudes introduced in Vocal/Physical Technique I.

**328 ADVANCED STUDIES IN VOCAL/PHYSICAL TECHNIQUE 3 F**

*THE 126 and 127, or 326 and 327 or equiv. May be repeated.*

Continued vocal/physical technique with emphasis on individual needs. Advanced problems: characterization, circus, ensemble, period/style movement, choreography, use of externals.

**330 ADVANCED STAGE LIGHTING 3 S**

*THE 151, 251 and cons inst.*

Lighting design for proscenium and non-proscenium production; attention to system design.

**331 STAGE DESIGN 3 S**

*THE 151, 251. Lab arranged. Formerly THE 231.*

Nature, function, and aesthetics of scene design, with practice in composition.

**332 ADVANCED CREATIVE DRAMA 3 F,S**

*THE 232, or C&I 250 or cons inst.*

In-depth work in creative drama. Includes drama experiences, examining theories, comparing teacher strategies, and developing curricula.

**333 CREATIVE DRAMA PRACTICUM 2-3 F,S**

*THE 232 or C&I 250 and cons inst. Course offered as credit/no credit for undergraduates. For graduate credit, the course is graded (A-F).*

Students will gain practical experience in creative drama teaching by leading a class in drama under faculty supervision for a semester.

**334 HISTORY AND STYLES OF STAGE COSTUMING 3 F**

*THE 125.*

The costume's reflection of cultural and social milieu, and the costume's application to the stage.

**335 ACTING: EXPLORING CHARACTERIZATION THROUGH ANIMAL EXERCISES 3 S**

*THE 134 or equiv and cons inst. May be repeated.*  
Techniques of actor research and characterization.

**336 ACTING STYLE: DISCOVERY AND PERFORMANCE 3 F,S**

*THE 134 or equiv and cons inst. May be repeated.*  
Analysis, rehearsal and performance technique examined through the work of a particular playwright. At least four styles are offered in most semesters.

**337 DIRECTING WORKSHOP 3 F,S**

*THE 237. May be repeated up to 6 hrs toward degree program.*

Principles and methodologies of stage direction applied to particular problems in a workshop format.

**339 THEATRE ENCOUNTER 1-3 F,S**

*May be repeated to total 6 hrs. Cons inst. MFA student may enroll for credit in each term of residency. Formerly THE 239: DRAMATIC WORKSHOP.*

Student-initiated projects in acting, directing, design, and playwriting presented and critiqued. Emphasis is on process rather than final product. Production source for Process Theatre.

**340 ADVANCED DESIGN 3 F**

*THE 331. May be repeated to total 6 hrs toward master's degree. MFA student may enroll for credit in each term of residency.*

Intensive work in the areas of design and rendering for the stage; emphasis upon new materials and techniques.

**341 ORAL INTERPRETATION OF LITERATURE II 3 US-A S**

*THE 141.*

A study of the group forms of Interpretation — Readers Theatre and Chamber Theatre, with experiences to provide the student with practical applications of theory and principle.

**343 THEATRE HISTORY I 3 US-B F**

*Formerly THE 335.*

The study of drama in theatre history in the Western world from its origins to approximately 1660.

**344 THEATRE HISTORY II 3 US-B S**

*Formerly THE 333: MODERN DRAMA.*

The study of drama in theatre history in the Western world, from approximately 1660 to 1875.

**345 THE MODERN THEATRE 3 US-A F**

Developments in stagecraft, directing, acting, and theatrical theory from late 19th century to present.

**348 PLAYWRITING 3**

*Also offered as ENG 348.*

Playwriting techniques of selected masters with practical application of techniques in writing original plays.

**350 THEATRE PRACTICUM 1-3 F,S**

*May be repeated. Course offered as credit/no credit for undergraduates. For graduate credit, the course is graded (A-F).*

Application of the principles of dramatic theory to the problems of play production.

<b>360 PRINCIPLES OF THEATRE MANAGEMENT</b> 3 <i>Lab arranged.</i>	S	
Course introduces and demonstrates the practices and procedures of theatre management in today's theatre.		
<b>365 FILM THEORY AND CRITICISM</b> 3      US-A <i>THE 300, cons inst.</i>	F	
Theories relating to art of film making.		

# University Faculty

The following is a list of faculty members as of the first semester of the 1976-77 academic year. The listing reflects academic ranks and titles in effect during 1976-77. The date following the name of the person indicates the year of joining the Illinois State University staff. Only the highest academic degree is indicated for each faculty member.

- Ahmed A. Abdel-Halim (1970)**  
Associate Professor of Management  
Ph.D., University of Illinois
- Ellen M. Abshire (1960)**  
Assistant Professor of Health, Physical Education, Recreation and Dance  
M.S., Indiana University
- Diane L. Ackermann (1976)**  
Instructor in Theatre  
M.A., Illinois State University
- Steven L. Adams (1976)**  
Assistant to the Director of Admissions and Records  
B.S., Illinois Wesleyan University
- Vernon A. Adams (1970)**  
Director of Community College Affairs,  
Assistant Professor of Educational Administration  
Ph.D., University of Illinois
- William H. Adams (1973)**  
Director of Publications in the Office of Public Affairs  
Illinois Wesleyan University
- Laura L. Addison (1962)**  
Assistant Librarian, Assistant Professor of Library Science  
M.A., University of Denver
- Kathryn M. Aden (1973)**  
Assistant Professor of Elementary Education  
Ph.D., University of Illinois
- Delores Akins (1976)**  
House Manager in the Office of Residential Life  
B.S., Illinois State University
- Richard N. Albert (1963)**  
Assistant Professor of English (University High School)  
M.S., The University of Wisconsin
- Harold W. Alexander (1971)**  
Director of the High Potential Students Program, Associate Professor of English  
M.A., The University of Iowa
- Michael P. Alexander (1972)**  
Director of Financial Aid  
B.S., Illinois State University
- Wilma J. Alexander (1970)**  
Associate Professor of Business Education and Administrative Services  
Ed.D., Oklahoma State University
- Francis X. Allard (1976)**  
Assistant Professor of German  
Ph.D., Stanford University
- Cathy D. Allen (1974)**  
Hall Manager in the Office of Residential Life  
B.S. in Ed., Illinois State University
- Richard E. Allen (1963)**  
Associate Professor of English  
Ph.D., Washington University
- John P. Allison (1974)**  
Assistant Professor of Economics  
M.A., Illinois State University
- Arloe G. Amlong (1976)**  
Faculty Assistant in Health, Physical Education, Recreation and Dance  
B.S. in Ed., Illinois State University
- Stephanie H. Amster (1970)**  
Associate Professor of Art  
M.F.A., The University of Texas
- Susan F. Amster (1972)**  
Assistant Professor of Art  
Ph.D., The University of Texas
- Diane H. Anderson (1971)**  
Counselor in the Student Counseling Services  
M.S., Illinois State University
- Edward T. Anderson (1965)**  
Director of Professional Practice Program in the Division of Continuing Education and Public Service, Professor of Industrial Technology  
Ed.D., University of Illinois
- Frances E. Anderson (1970)**  
Associate Professor of Art  
Ed.D., Indiana University
- Mildred S. Anderson (1972)**  
Faculty Associate in the Metcalf Elementary School  
Illinois State University, Western Illinois University
- Roger C. Anderson (1976)**  
Associate Professor of Plant Ecology  
Ph.D., The University of Wisconsin
- Ronny C. Anderson (1973)**  
Assistant to the Vice President and Dean of Student Affairs  
M.A., The University of Chicago
- Louis E. Andrade (1967)**  
Assistant Professor of Philosophy  
Ph.D., The University of Nebraska
- Edward A. Andreassen (1967)**  
Professor of Theatre  
M.A., Michigan State University
- Larry J. Ankenbrand (1972)**  
Faculty Associate in the Metcalf Elementary School  
Ed.D., University of Missouri
- Laura R. Appelbaum (1976)**  
Instructor in Sociology  
M.A., University of Illinois
- Donald J. Armstrong (1966)**  
Associate Professor of Music  
D.M.A., The University of Texas
- Candace J. Arthur (1977)**  
Assistant Librarian, Assistant Professor of Library Science  
M.S., University of Illinois
- Linda D. Ash (1972)**  
Faculty Associate in Special Education  
M.A., University of Illinois
- George F. Aspbury (1970)**  
Assistant Professor of Geography  
Ph.D., The University of Michigan
- Orville L. Asper (1974)**  
Instructor in Industrial Technology  
M.S., Illinois State University
- Ann K. Attora (1976)**  
Instructor in English  
M.A., Illinois State University
- Anne Marie Austensen (1976)**  
Instructor in Elementary Education  
M.S. in Ed., Illinois State University
- Roy A. Austensen (1969)**  
Associate Professor of History  
Ph.D., University of Illinois
- Leave of Absence, Second Semester, 1976-77 School Year**
- George T. Baer (1974)**  
Assistant Professor of Elementary Education  
Ed.D., Northern Illinois University
- Paul J. Baker (1965)**  
Professor of Sociology  
Ph.D., Duke University
- Robert L. Baker (1971)**  
Assistant Professor of Education  
Ed.D., Syracuse University
- Margaret K. Balbach (1973)**  
Assistant Professor of Plant and Soil Science  
Ph.D., University of Illinois
- Carolyn J. Balkema (1973)**  
Assistant Professor of Spanish  
M.A., University of Illinois
- K. Gerald Balls (1963)**  
Assistant Professor of English  
M.S., Utah State University
- Wilson P. Banks (1963)**  
Assistant Professor of Mathematics  
Ph.D., University of Illinois
- Jeanette F. Baptiste (1975)**  
Assistant Professor of Social Work  
M.S.W., University of Illinois
- Franklin E. Barbiero (1975)**  
Instructor in Economics  
M.B.A., Utah State University
- Barbara A. Barchi (1975)**  
Assistant Professor of Elementary Education  
Ph.D., The University of Michigan
- George Barford (1947)**  
Professor of Art  
M.A., Columbia University
- Dehra L. Baska (1977)**  
Lecturer in Environmental Health  
B.S., Illinois State University
- Buford H. Bass (1951)**  
Head Baseball Coach, Professor of Health, Physical Education, Recreation and Dance  
Ed.D., Louisiana State University
- Daniel M. Bates (1975)**  
Faculty Associate in University High School  
B.S. in Ed., Illinois State University
- Everett E. Bauer (1970)**  
Associate Professor of Special Education  
Ed.D., Illinois State University
- Darwin M. Bayston (1969)**  
Instructor in Finance  
M.S., Illinois State University
- Madge N. Bayston (1972)**  
Faculty Associate in Special Education  
M.S. in Ed., Illinois State University
- Kenneth R. Beckman (1960)**  
Assistant Professor of Special Education  
Adv. Cert. in Ed., University of Illinois
- Russell B. Bedford (1972)**  
Professor of Music  
M.M., The University of Michigan
- Terry A. Beehr (1975)**  
Assistant Professor of Psychology  
Ph.D., The University of Michigan
- Michael L. Behrens (1973)**  
Assistant Professor of Accounting  
M.S., Illinois State University; C.P.A.
- Claude A. Bell (1956)**  
Associate Professor of Industrial Technology  
Ed.D., University of Missouri
- Ralph A. Bellas (1965)**  
Associate Professor of English  
Ph.D., The University of Kansas
- Francis B. Belsha (1948)**  
Vice President for Business and Finance,  
Professor of Education  
Ph.D., Yale University
- Bruce A. Bender (1975)**  
Assistant Professor of Economics  
M.A., The University of Chicago
- Helen W. Benjamin (1946)**  
Assistant Professor of Business Education and Administrative Services  
M.A., Columbia University
- John A. Beno (1973)**  
Assistant Professor of Industrial Technology  
Ph.D., University of Maryland
- Robert J. Berger (1976)**  
Counselor in the Student Counseling Services, Assistant Professor of Psychology  
Ed.D., New York University
- Raymond M. Bergner (1977)**  
Assistant Professor of Psychology  
Ph.D., University of Colorado

- Kenneth N. Berk (1969)**  
Associate Professor of Mathematics  
Ph.D., University of Minnesota
- Laura E. Berk (1969)**  
Associate Professor of Psychology  
Ph.D., The University of Chicago
- Michael A. Berkson (1974)**  
Assistant Professor of Theatre  
Ph.D., University of Illinois
- Bernard B. Bernardi (1971)**  
Instructor in Industrial Technology  
Ph.D., Illinois State University
- Minnie P. Berson (1970)**  
Director of Early Childhood Education  
Programs, Professor of Elementary  
Education  
Ed.D., Wayne State University
- Janet L. Bertagnoli (1976)**  
Faculty Assistant in Art  
M.S., Illinois State University
- Norman C. Bettis (1974)**  
Assistant Professor of Education  
Ph.D., Michigan State University
- Julia J. Bewsey (1960)**  
Assistant Librarian, Assistant Professor  
of Library Science  
M.S., Indiana University
- Jon F. Bihh (1975)**  
Assistant Professor of Marketing  
M.B.A., University of Missouri
- C. Eric Bickley (1953)**  
Associate Professor of Theatre  
M.S., The University of Wisconsin
- Martha R. Bickley (1964)**  
Assistant Professor of Business Education  
and Administrative Services  
M.S., Illinois State University
- Linnea W. Biles (1976)**  
Counselor in the Student Counseling  
Services  
Ph.D., Kansas State University
- Dan E. Birch (1975)**  
Assistant Professor of Economics  
M.S., Purdue University
- Dale E. Birkenholz (1962)**  
Professor of Ecology  
Ph.D., University of Florida
- Donald K. Birner (1975)**  
Assistant Professor of Business Law  
J.D., Washburn University (Kansas)
- Carolyn S. Bishop (1973)**  
Assistant Director of Intramurals  
M.A., Michigan State University
- Ferman Bishop (1960)**  
Professor of English  
Ph.D., The University of Wisconsin
- Dennis M. Bittle (1974)**  
Instructor in Economics  
M.S., Illinois State University
- Alton J. Bjork (1968)**  
Professor of Education  
Ed.D., Columbia University
- Richard R. Blackley (1973)**  
Assistant Professor of Special Education  
Ed.D., University of Southern California
- E. Scott Blankenship (1956)**  
Professor of Education  
Ph.D., The Ohio State University
- Ronald W. Blemler (1976)**  
Faculty Assistant in Health, Physical  
Education, Recreation and Dance  
B.S., Western Illinois University
- Roger D. Blomgren (1949)**  
Professor of Industrial Technology  
Ed.D., University of Illinois
- Glenn C. Blomquist (1976)**  
Assistant Professor of Economics  
Ph.D., The University of Chicago
- Barbara L. Blunk (1963)**  
Faculty Associate in University High School  
M.S., Illinois State University
- John K. Boaz (1965)**  
Associate Professor of Information Sciences  
Ph.D., Wayne State University
- Mildred M. Boaz (1974)**  
Instructor in English  
A.M., The University of Michigan
- Harold L. Bock (1975)**  
Staff Physician in the University Health  
Service  
M.D., University of Illinois
- Walter F. Bock (1966)**  
Assistant Professor of Art  
M.A., University of California at Berkeley
- Janet M. Boeh (1974)**  
Instructor in Health, Physical Education,  
Recreation and Dance  
M.A., Illinois State University
- Povi G. Boesen (1971)**  
Assistant Professor of Corrections  
M.A., Sangamon State University
- James A. Bottois (1971)**  
Instructor in Music  
M.M., Northwestern University
- Charles W. Bolen (1970)**  
Dean of the College of Fine Arts,  
Professor of Music  
Ph.D., Indiana University
- James W. Bommarito (1967)**  
Professor of Special Education  
Ed.D., Wayne State University
- Herhert W. Bomzer (1974)**  
Associate Professor of Management  
Ph.D., University of Illinois
- Bonnie J. Bondavalli (1972)**  
Assistant Professor of Corrections  
M.A., University of Missouri
- Jacqueline F. Bontemps (1974)**  
Assistant Professor of Art  
Ed.D., Illinois State University
- Harold J. Born (1961)**  
Chairperson of the Department of Physics,  
Professor of Physics  
Ph.D., Iowa State University
- Jane F. Boswell (1976)**  
Adjunct Instructor in Special Education  
M.A., Bradley University
- Frank H. Bowen, Jr. (1970)**  
Counselor in the Student Counseling  
Services  
M.S., Illinois State University
- Mack L. Bowen (1971)**  
Associate Professor of Special Education  
Ph.D., University of Illinois
- Fred H. Bowers (1976)**  
Tutor in the High Potential Students  
Program, Instructor in Mathematics  
M.S., Atlanta University
- JoAnn R. Bowers (1965)**  
Instructor in Health, Physical Education,  
Recreation and Dance  
M.S., Illinois State University
- Sandra L. Bowers (1977)**  
Assistant Professor of Social Work  
M.S.W., Syracuse University
- Fay F. Bowren (1969)**  
Associate Professor of Education  
Ed.D., The University of New Mexico
- Harold E. Boyd (1965)**  
Associate Professor of Art  
M.F.A., The University of Kansas
- John R. Boyd (1975)**  
Faculty Associate in Educational Research  
Services in the Laboratory School Unit  
M.A., Illinois State University
- Mary F. Boyd (1975)**  
Faculty Associate in Educational Research  
Services in the Laboratory School Unit  
M.A., Illinois State University
- Judith Boyer (1968)**  
Associate Dean of Student Affairs  
M.A., Illinois State University
- George J. Brahb (1975)**  
Chairperson of the Department of Business  
Administration, Professor of  
Management  
Ph.D., University of Illinois
- Robert J. Brake (1968)**  
Professor of Information Sciences  
Ph.D., Michigan State University
- Robert I. Brawn (1973)**  
Adjunct Professor of Genetics  
Ph.D., The University of Wisconsin
- Stuart W. Bray (1976)**  
Assistant Professor of Elementary  
Education  
Ed.D., University of Virginia
- Charlene E. Bremberg (1970)**  
Instructor in Health, Physical Education,  
Recreation and Dance  
M.S. in Ed., Northern Illinois University
- Alma R. Bremer (1950)**  
Assistant Professor of Home Economics  
(Metcalfe Elementary School)  
A.M., University of Illinois  
Leave of Absence, First Semester,  
1976-77 School Year
- Philip R. Brereton (1974)**  
Director of Executive and Professional  
Development in the College of Business,  
Associate Professor of Business  
Administration  
Ph.D., The University of Wisconsin
- Roger D. Bridges (1974)**  
Lecturer in History  
Ph.D., University of Illinois
- John E. Briggs (1976)**  
Faculty Assistant in Mathematics  
M.S. in Ed., Illinois State University
- Benton K. Bristol (1965)**  
Professor of Agriculture  
Ed.D., The Pennsylvania State University
- Stephen D. Britko (1976)**  
Assistant Professor of Art  
M.F.A., Southern Illinois University
- Herman E. Brockman (1963)**  
Professor of Genetics  
Ph.D., The Florida State University
- Irene T. Brosnahan (1968)**  
Associate Professor of English  
Ph.D., Georgetown University
- Leger N. Brosnahan (1968)**  
Associate Professor of English  
Ph.D., Harvard University  
Leave of Absence in the 1976-77 School  
Year
- Valerie J. Bross (1976)**  
Assistant Librarian, Instructor in  
Library Science  
M.A.L.S., The University of Michigan
- John F. Brower (1974)**  
Assistant Professor of Art  
M.F.A., School of the Art Institute  
of Chicago
- Charles L. Brown (1974)**  
Coordinator of Student Services in the  
High Potential Students Program  
M.S. in Ed., Illinois State University
- Edna C. Brown (1964)**  
Faculty Associate in Special Education  
M.S. in Ed., Illinois State University
- Francis R. Brown (1949)**  
Director of Credit Programs in the  
Division of Continuing Education and  
Public Service, Assistant Director of  
Summer Sessions, Professor of  
Mathematics  
Ed.D., University of Illinois
- Janice F. Brown (1974)**  
Faculty Associate in the Metcalf  
Elementary School  
B.S. in Ed., Illinois State University
- Lauren E. Brown (1967)**  
Associate Professor of Vertebrate Zoology  
Ph.D., The University of Texas  
Leave of Absence, Second Semester,  
1976-77 School Year
- Lester E. Brown (1974)**  
Assistant Professor of Elementary  
Education  
Ph.D., University of Minnesota
- Lynn H. Brown (1960)**  
Associate Professor of Mathematics  
Ph.D., The University of Iowa

- Mary J. Brown** (1967)  
Assistant Librarian, Associate Professor of Library Science  
A.M., Indiana University
- R. Elizabeth Brown** (1955)  
Professor of Psychology  
Ph.D., Northwestern University
- Leonard A. Bruhaker** (1964)  
Associate Professor of Elementary Education  
Ph.D., The Ohio State University
- Jamee F. Brubeck** (1956)  
Assistant Professor of Marketing  
M.A., Ball State University
- Pamela R. Brueckner** (1976)  
Assistant Professor of Art  
M.F.A., Rochester Institute of Technology
- William R. Brundge** (1975)  
Assistant to the Director of Admissions and Records  
M.S., Illinois State University
- Phyllis B. Bruno** (1976)  
Faculty Associate in the Metcalf Elementary School  
B.S. in Ed., Illinois State University
- Michael A. Brunt** (1972)  
Associate Professor of Speech Pathology and Audiology  
Ph.D., The University of Kansas
- Gene A. Budig** (1972)  
President of the University, Professor of Educational Administration  
Ed.D., The University of Nebraska
- Clinton R. Bunke** (1967)  
Professor of Education  
Ph.D., The University of Iowa
- Catherine K. Bunselmeyer** (1970)  
Instructor in Health, Physical Education, Recreation and Dance  
M.S. in Ed., Southern Illinois University
- Roger K. Bunting** (1966)  
Associate Professor of Chemistry  
Ph.D., The Pennsylvania State University
- John R. Burdick** (1976)  
Instructor in Bacteriology  
Ph.D., Iowa State University
- Robert A. Burnham** (1976)  
Dean of the College of Education, Professor of Educational Administration  
Ph.D., Stanford University
- Lucille L. Buscher** (1975)  
Instructor in Special Education  
M.S. in Ed., Illinois State University
- Ann V. Butler** (1975)  
Assistant Professor of Theatre  
M.F.A., The University of Iowa
- James D. Butler** (1976)  
Associate Professor of Art  
M.F.A., The University of Nebraska
- Roderick H. Butler** (1969)  
Assistant Football Coach  
M.S., Illinois State University
- Thomas C. Butterweck** (1973)  
Adjunct Instructor in Special Education  
M.A., University of Northern Colorado
- Dale E. Butz** (1972)  
Adjunct Professor of Agricultural Economics  
Ph.D., University of Minnesota
- Loin A. Byers** (1973)  
Adjunct Instructor in Special Education  
M.A., Northeastern Illinois University
- J. Andre Cadieux** (1973)  
Assistant Professor of Philosophy  
Ph.D., University of Minnesota
- Larry L. Cadwell** (1973)  
Assistant Professor of Radioecology  
Ph.D., Colorado State University
- Jerome R. Cain** (1975)  
Assistant Professor of Phycology  
Ph.D., University of Connecticut
- Michael M. Calavan** (1970)  
Assistant Professor of Anthropology  
Ph.D., University of Illinois
- S. Kay Calavan** (1973)  
Assistant Professor of Anthropology  
Ph.D., University of Illinois
- Richard H. Caldwell** (1976)  
Program Advisor of Student Programs in the University Union and Auditorium  
B.S., Cornell University
- Thomas E. Caldwell** (1970)  
Professor of Special Education  
Ed.D., The University of Kansas  
Leave of Absence in the 1976-77 School Year
- Wesley C. Calef** (1970)  
Professor of Geography  
Ph.D., The University of Chicago  
Leave of Absence in the 1976-77 School Year
- Harry L. Campbell** (1976)  
Assistant Professor of Industrial Technology  
M.Ed., Bowling Green State University
- Robert T. Cannell** (1976)  
Associate Professor of Special Education  
Ed.D., University of Missouri
- R. Jerry Cantlon** (1962)  
Professor of Education  
Ed.D., University of Colorado
- William R. Cantrall** (1975)  
Assistant Professor of Political Science  
Ph.D., University of Illinois
- Janet L. Capodice** (1975)  
Faculty Associate in University High School  
B.S. in Ed., Illinois State University
- Eugene R. Carey** (1976)  
Associate Professor of Accounting  
Ph.D., The University of Iowa; C.D.P.
- John R. Carlock** (1951)  
Associate Professor of Education  
(University High School)  
M.S. in Ed., Illinois State University
- Patricia H. Carlton** (1972)  
Instructor in Business Law  
J.L.B., University of Illinois
- Charlotte P. Carr** (1968)  
Assistant Professor of Home Economics  
M.Ed., University of Illinois  
Leave of Absence in the 1976-77 School Year
- Rohin L. Carr** (1968)  
Assistant Professor of English  
Ph.D., University of Illinois
- Wayne E. Carr** (1971)  
Assistant Director of Records  
M.A., Columbia University
- Dorothy H. Carrington** (1961)  
Affirmative Action Officer for Women,  
Associate Professor of Psychology  
Ed.D., The Florida State University
- Conrad E. Carroll** (1957)  
Assistant Professor of Mathematics  
M.A., Murray State College
- Marian J. Carroll** (1970)  
Assistant Librarian, Assistant Professor of Library Science  
Ed.S., George Peabody College for Teachers
- Rodney T. Carawell** (1972)  
Assistant Professor of Art  
M.F.A., University of Colorado
- Horlin Carter** (1972)  
Instructor in Industrial Technology  
M.S., Marshall University
- Paul J. Carther** (1976)  
House Manager in the Office of Residential Life  
B.S. in Ed., Illinois State University
- Valjean M. Cashen** (1961)  
Professor of Psychology  
Ed.D., University of Northern Colorado
- Karen A. Caaevns** (1974)  
Instructor in Special Education  
M.S. in Ed., Wisconsin State University  
(Whitewater)
- Martha S. Cattell** (1974)  
Assistant Professor of Business Law  
J.L.B., Columbia University
- Richard J. Cehula** (1976)  
Associate Professor of Economics  
Ph.D., Georgia State University
- Donald V. Chalmers** (1974)  
Assistant Professor of Psychology  
Ph.D., The Pennsylvania State University
- Merritt M. Chambers** (1966)  
Professor of Educational Administration  
Ph.D., The Ohio State University
- Roger J. Champagne** (1960)  
Professor of History  
Ph.D., The University of Wisconsin
- Beverly K. Chance** (1976)  
Assistant Professor of Industrial Technology  
M.S. in Ed., Southern Illinois University
- Gordon L. Chapman** (1974)  
Associate Professor of Accounting  
D.B.A., Arizona State University, C.P.A.
- Nancy L. Chapman** (1968)  
Assistant Professor of Health, Physical Education, Recreation and Dance  
M.A., The Ohio State University  
Leave of Absence, Second Semester, 1976-77 School Year
- Robert M. Chasson** (1965)  
Associate Professor of Botany  
Ph.D., University of Missouri
- Aristides B. Chavez, Jr.** (1972)  
Assistant Professor of Music  
M.M., The University of New Mexico
- Patricia A. Chesebro** (1963)  
Associate Professor of Psychology  
Ph.D., University of Illinois
- Terry L. Childers** (1973)  
Instructor in Quantitative Methods  
M.S., Illinois State University
- Frank T. Chioldo** (1963)  
Assistant Professor of Health, Physical Education, Recreation and Dance  
(University High School)  
Ed.D., University of Southern Mississippi
- John F. Chizmar, Jr.** (1971)  
Associate Professor of Economics  
Ph.D., Boston College
- David K. Y. Chow** (1975)  
Adjunct Associate Professor of Allied Health Professions  
M.D., Kaohsiung Medical College (Taiwan)
- Richard L. Christensen** (1974)  
Assistant Librarian, Assistant Professor of Library Science  
M.A., The University of Iowa
- Curtia K. Christenson** (1975)  
Faculty Associate in University High School  
B.S., Western Illinois University
- David P. Christenson** (1975)  
Research and Management Information Assistant in the Office of Institutional Research and Computer Operations  
B.S., Illinois State University
- Wilbur W. Chudimsky** (1970)  
Associate Professor of Plant and Soil Science  
Ph.D., Oklahoma State University
- Tsan-Iang Chuang** (1967)  
Associate Professor of Botany  
Ph.D., University of California at Berkeley
- Hoon M. Chung** (1970)  
Associate Professor of Political Science  
Ph.D., University of Pennsylvania  
Leave of Absence, Second Semester, 1976-77 School Year
- R. Jamea Clack** (1970)  
Associate Director of the Student Counseling Services, Associate Professor of Education  
Ph.D., Purdue University
- Gary J. Clark** (1969)  
Assistant Professor of Chemistry  
Ph.D., University of Utah
- Stanley R. Clemens** (1968)  
Associate Professor of Mathematics  
Ph.D., University of North Carolina
- A. Kay Clifton** (1968)  
Assistant Professor of Sociology  
Ph.D., The University of Iowa
- R. Eloise Cline** (1969)  
Assistant Librarian, Assistant Professor of Library Science  
M.S., University of Illinois
- James S. Cloyd**  
Faculty Assistant in Chemistry  
B.S., Illinois State University

- Donald J. Cochran (1972)**  
Counselor in the Student Counseling Services, Assistant Professor of Education Ph.D., The University of Arizona
- James D. Coe (1967)**  
Assistant Professor of Education M.A., Clarke College
- John P. Coffey (1973)**  
Instructor in Management M.B.A., Eastern Illinois University
- Ira Cohen (1965)**  
Associate Professor of History Ph.D., New York University
- Betty J. Cole (1974)**  
Assistant Professor of Microbiology Ph.D., The University of Nebraska
- Garold L. Cole (1968)**  
Assistant Librarian, Assistant Professor of Library Science M.L.S., The University of Oklahoma
- David J. Colee (1973)**  
Admissions Counselor in the Office of Admissions and Records B.S. in Ed., Illinois State University
- Michael A. Colella (1976)**  
Assistant Professor of Political Science M.A., The University of New Mexico
- James E. Collie (1957)**  
Professor of Health, Physical Education, Recreation and Dance P.E.D., Indiana University
- Catherine A. Collins (1975)**  
Assistant Professor of Information Sciences M.A., The University of Arizona
- Regina B. Colvin (1969)**  
Advisor in Academic Advisement M.S. in Ed., Indiana University
- William E. Colvin (1971)**  
Coordinator of Ethnic and Cultural Studies, Associate Professor of Art Ed.D., Illinois State University
- Thomas E. Comfort (1965)**  
Professor of French Ph.D., University of Illinois
- Robert K. Conyne (1971)**  
Counselor in Student Counseling Services, Associate Professor of Education Ph.D., Purdue University
- Janet M. Cook (1968)**  
Assistant Professor of Mathematics M.A., University of California at Berkeley
- Ronald L. Cook (1962)**  
Associate Professor of Chemistry M.S. in Ed., Western Illinois University
- Roque J. Cordero (1972)**  
Professor of Music B.A., Hamline University
- Arthur B. Corra (1971)**  
Professor of Music Mus.D., Indiana University
- John F. Corradetti, Jr. (1975)**  
Lecturer in State and Local Civil Preparedness Instructional Programs in the Division of Continuing Education and Public Service M.S., Illinois State University
- Maurine J. Corsaut (1972)**  
Assistant Professor of Allied Health Professions M.S. in Ed., Illinois State University
- Carl J. Cortese (1973)**  
Adjunct Assistant Professor of Allied Health Professions D.P.M., New York College of Podiatric Medicine
- Peter D. Couch (1970)**  
Professor of Management Ph.D., The University of Wisconsin
- Donald W. Coven (1976)**  
Faculty Assistant in Health, Physical Education, Recreation and Dance B.S., University of Illinois
- Carleton W. Cox (1975)**  
Instructor in Geography M.S., The University of Wisconsin
- Carrol B. Cox (1961)**  
Assistant Professor of English Ph.D., The University of Michigan
- Marlene J. Cox (1976)**  
Faculty Assistant in Art M.F.A., Cranbrook Academy of Art
- Steven G. Cox (1976)**  
Assistant Professor of Corrections Ph.D., The University of Iowa
- James F. Cradler (1971)**  
Assistant Professor of Russian M.A., Cornell University
- Virginia R. Crafts (1967)**  
Professor of Health, Physical Education, Recreation and Dance Ed.D., Columbia University
- John F. Cragan (1973)**  
Acting Chairperson of the Department of Information Sciences, Associate Professor of Information Sciences Ph.D., University of Minnesota
- John C. Cralley (1963)**  
Assistant Professor of Zoology Ph.D., University of Illinois Leave of Absence, Second Semester, 1976-77 School Year
- Robert L. Cramer (1958)**  
Assistant Professor of Elementary Education M.S. in Ed., Illinois State University
- Kenneth J. Crepas (1970)**  
Associate Professor of Insurance Ph.D., The University of Iowa
- John E. Crew (1963)**  
Professor of Physics Ph.D., University of Illinois
- Warren S. Crews (1951)**  
Athletic Administrative Assistant, Assistant Professor of Health, Physical Education, Recreation and Dance M.S. in Ed., Illinois State University
- Robert L. Crist (1962)**  
Professor of Psychology Ph.D., Purdue University
- Barbara J. Crooks (1974)**  
Hall Manager in the Office of Residential Life B.S. in Ed., Illinois State University
- Eric I. Crooks (1975)**  
Assistant Professor of Sociology M.S.W., University of Illinois
- Janet S. Cross (1975)**  
Instructor in Special Education M.S. in Ed., Northern Illinois University
- John H. Crotts (1968)**  
Professor of Elementary Education Ed.D., University of Missouri
- Harold D. Crouse (1976)**  
Dean of Continuing Education and Public Service Ph.D., The University of Wisconsin
- Norton B. Crowell (1969)**  
Professor of English Ph.D., Harvard University
- Mary S. Crumley (1974)**  
Faculty Assistant in Elementary Education A.M., The University of Chicago
- Richard D. Crumley (1962)**  
Associate Professor of Mathematics Ph.D., The University of Chicago
- Robert G. Culbertson (1976)**  
Chairperson of the Department of Corrections, Associate Professor of Corrections Ph.D., University of Cincinnati
- Alfred A. Culver (1961)**  
Professor of Animal Science Ph.D., Purdue University
- George E. Cunningham (1973)**  
Assistant Professor of History M.S., The University of Wisconsin
- Rebecca S. Cunningham (1974)**  
Assistant Professor of History M.A., Indiana University
- William D. Cupps (1976)**  
Instructor in English Ph.D., University of Illinois
- Valerie H. Curran (1976)**  
Faculty Associate in the Metcalf Elementary School B.S. in Ed., Northern Illinois University
- David R. Currie (1970)**  
Assistant Professor of Accounting M.A.S., University of Illinois, C.P.A.
- Diana M. Curtino (1975)**  
Coordinator in the Office of Clinical Experiences in Teacher Education Ed.D., Northern Illinois University
- Dade T. Curtis (1974)**  
Assistant Librarian, Assistant Professor of Library Science M.S., Simmons College
- Steven H. Dahl (1968)**  
Assistant Professor of Sociology M.Ed., The University of Oklahoma
- Richard H. Dammers (1971)**  
Associate Professor of English Ph.D., University of Notre Dame
- E. Dan Dankoski (1976)**  
Admissions Counselor in the Office of Admissions and Records B.S., Illinois State University
- Susan D. Darlington (1976)**  
Counselor in the Student Counseling Services B.A., University of Delaware
- Doris J. Davenport (1975)**  
Faculty Associate in the Metcalf Elementary School B.S., The University of Kansas
- Keith C. Davidson (1959)**  
Assistant Professor of Speech Pathology and Audiology M.A., Columbian University
- Donald E. Davis (1964)**  
Associate Professor of History Ph.D., Indiana University
- F. James Davis (1971)**  
Professor of Sociology Ph.D., The University of Iowa Leave of Absence, Second Semester, 1976-77 School Year
- Veronica G. Davis (1975)**  
Tutor in the High Potential Students Program, Instructor in English M.A., Atlanta University
- Wilbert D. Davis (1972)**  
Assistant Track Coach, Instructor in Health, Physical Education, Recreation and Dance M.A. in Ed., Eastern Kentucky University
- Julian Dawson (1975)**  
Visiting Lecturer in Music Mus.B., Dublin University (Ireland)
- Sharon A. Day (1976)**  
Faculty Associate in the Metcalf Elementary School B.S., Illinois State University
- Virginia S. Day (1973)**  
Instructor in English M.S., Illinois State University
- Robert E. Dean (1976)**  
Instructor in Marketing M.S., Illinois State University
- Tella Marie DeBose (1968)**  
Associate Professor of Music M.Mus., Oberlin Conservatory of Music
- Bernard B. deGrandpre (1973)**  
Assistant Professor of Special Education Ph.D., Syracuse University
- Carole S. deGrandpre (1974)**  
Instructor in Elementary Education M.S., Syracuse University
- P. Jay Delmar (1976)**  
Instructor in English M.A., Illinois State University
- Judy S. DeLoache (1976)**  
Assistant Professor of Psychology Ph.D., University of Illinois
- Dianne S. DeLong (1967)**  
Assistant Librarian, Assistant Professor of Library Science Cert. Adv. St., University of Denver

- Douglas A. DeLong (1967)**  
Assistant Librarian, Assistant Professor of Library Science  
Cert. Adv. St., University of Denver
- Michael J. DeLoose (1976)**  
Instructor in Economics  
M.S., Illinois State University
- Michael J. Devaney (1975)**  
Assistant Professor of Mathematics  
Ph.D., Columbia University
- Janet A. DiClaudio (1976)**  
Lecturer in Medical Records Administration  
B.A., Thiel College
- Louise E. Dieterle (1969)**  
Director of Clinical Experiences in Teacher Education, Professor of Educational Administration  
Ed.D., Loyola University
- Eleanor Dilks (1952)**  
Professor of Zoology  
Ph.D., The University of Wisconsin
- Alan E. Dillingham (1976)**  
Assistant Professor of Economics  
M.A., The University of Texas
- John C. DiNovo (1976)**  
Assistant Professor of Accounting  
M.A.S., University of Illinois
- Robert T. Dirks (1971)**  
Assistant Professor of Anthropology  
Ph.D., Case Western Reserve University
- Paul F. Dohrmann (1961)**  
Professor of Health, Physical Education, Recreation and Dance (Metcalf Elementary School)  
Ph.D., The University of Iowa
- Cynthia A. Donovan (1975)**  
Teacher in the Fairchild Day Care Center  
B.S. in Ed., Illinois State University
- Edmund T. Dorner (1967)**  
Assistant Professor of Industrial Technology  
Ph.D., University of Illinois
- Robert E. Dorth (1973)**  
Faculty Associate in the Metcalf Elementary School  
B.S. in Ed., Illinois State University
- John A. Dossey (1967)**  
Associate Professor of Mathematics  
Ph.D., University of Illinois  
Leave of Absence, First Semester, 1976-77 School Year
- Mark E. Dotson (1976)**  
Faculty Associate in University High School  
B.S. in Ed., Illinois State University
- Leven M. Dowdall (1957)**  
Assistant Professor of Industrial Technology  
M.S. in Ed., Illinois State University
- Edward A. Downs (1975)**  
Staff Physician in the University Health Service  
M.D., George Washington University
- Thelbert L. Drake (1973)**  
Chairperson of the Department of Curriculum and Instruction, Professor of Education  
Ed.D., Michigan State University
- Pauline S. Drawver (1956)**  
Associate Professor of English  
Ph.D., University of Illinois
- Ngoe-Lien T. Du (1975)**  
Faculty Associate in Educational Research Services in the Laboratory School Unit  
B.S., Illinois State University
- Craig A. Dudeczak (1975)**  
Instructor in Information Sciences  
M.A., Eastern Illinois University
- Timothy J. Duffy (1975)**  
Instructor in Accounting  
M.A., Illinois State University
- Elaine E. Dunbar (1968)**  
Advisor in Academic Advisement  
M.S., Illinois State University
- Robert L. Duncan (1961)**  
Associate Professor of English  
Ph.D., Indiana University
- Floyd H. Dunlap (1974)**  
Director of the State and Local Civil Preparedness Instructional Programs in the Division of Continuing Education and Public Service  
M.Ed., Ohio Christian College
- Robert C. Duty (1963)**  
Professor of Chemistry  
Ph.D., The University of Iowa
- Janet T. Eardley (1973)**  
Instructor in Mathematics  
M.S., University of Illinois
- Kay P. Easson (1970)**  
Associate Professor of English  
Ph.D., The University of Tulsa
- Roger R. Easson (1970)**  
Associate Professor of English  
Ph.D., The University of Tulsa
- Leo E. Eastman (1954)**  
Associate Secretary of the University, Professor of Education  
Ed.D., The University of North Dakota
- William W. Easton (1964)**  
Assistant Librarian, Assistant Professor of Library Science  
M.A., University of Denver
- Scott C. Eatherly (1962)**  
Assistant Professor of English  
M.S., The University of Wisconsin
- David C. Eaton (1969)**  
Associate Professor of Sociology  
Ph.D., The University of Texas
- Albert H. Eckert (1955)**  
Assistant Professor of Mathematics (University High School)  
M.S., University of Illinois
- Earl F. Ecklund, Jr. (1974)**  
Assistant Professor of Mathematics  
Ph.D., Washington State University
- Orlyn P. Edge (1966)**  
Associate Professor of Mathematics  
Ph.D., The University of Iowa
- Charles W. Edwards (1964)**  
Professor of Educational Administration  
Ph.D., The University of Iowa  
Leave of Absence, First Semester, 1976-77 School Year
- Clifford H. Edwards (1968)**  
Professor of Education  
Ed.D., University of Utah
- Dorothy L. Edwards (1976)**  
Coordinator of Academic Services in the High Potential Students Program  
M.A., North Carolina Central University
- Philip P. Edwards (1965)**  
Assistant Professor of Physics  
M.A., George Peabody College for Teachers
- Thomas F. Edwards (1957)**  
Professor of Elementary Education  
Ed.D., Michigan State University  
Leave of Absence, Second Semester, 1976-77 School Year
- Elwood F. Egerton (1962)**  
Professor of Educational Administration  
Ed.D., University of Oregon
- Lawrence C. Eggan (1968)**  
Professor of Mathematics  
Ph.D., University of Oregon  
Leave of Absence in the 1976-77 School Year
- Sharon W. Eggers (1976)**  
Lecturer in Psychology  
Ph.D., University of Illinois
- Walter A. Eggert (1975)**  
Visiting Professor of Management  
Ph.D., The University of Chicago
- Ray E. Eiben (1967)**  
Professor of Education  
Ph.D., The Ohio State University
- Bernard Eichen (1975)**  
Professor of Music  
Curtis Institute of Music
- Carl B. Eichstaedt (1973)**  
Assistant Professor of Health, Physical Education, Recreation and Dance  
Ph.D., The University of New Mexico
- Donna R. Eichstaedt (1976)**  
Faculty Assistant in History  
B.S., Illinois State University
- Thomas E. Eimermann (1970)**  
Associate Professor of Political Science  
Ph.D., University of Illinois
- Carl J. Ekberg (1970)**  
Assistant Professor of History  
Ph.D., Rutgers University
- Glen A. Ekey (1976)**  
Faculty Assistant in Health, Physical Education, Recreation and Dance  
M.S., Purdue University
- Ann H. Elder (1975)**  
Assistant Professor of Political Science  
M.A., University of Illinois
- Pamela J. Emmett (1975)**  
Faculty Associate in University High School  
B.S. in Ed., Illinois State University
- Edna E. Engberg (1951)**  
Assistant Professor of Health, Physical Education, Recreation and Dance (Metcalf Elementary School)  
M.Ed., The University of Michigan
- Preston Ensign (1943)**  
Coordinator of Campus Planning  
B.Ed., Illinois State University
- Donald H. Erickson (1969)**  
Associate Professor of English  
Ph.D., University of Illinois
- Steven P. Erickson (1976)**  
Assistant Professor of Agricultural Economics  
Ph.D., University of Illinois
- Nickolas J. Ernest (1969)**  
Assistant Professor of Art  
M.A.T., Indiana University
- Marcia S. Escott (1966)**  
Advisor in Academic Advisement  
M.A., Ball State University
- M. Ray Evans (1977)**  
Assistant Professor of Educational Administration  
Ed.D., Illinois State University
- John M. Ewing (1969)**  
Professor of Elementary Education  
Ed.D., The University of Nebraska
- Henry O. Faib (1975)**  
Instructor in Accounting  
M.S., Illinois State University
- Lloyd W. Farlee (1962)**  
Professor of Music  
Ph.D., The University of Iowa
- Louise Farmer (1951)**  
Assistant Professor of Elementary Education (Metcalf Elementary School)  
M.S. in Ed., University of Illinois
- William M. Farnsworth (1976)**  
Area Coordinator in the Office of Residential Life  
Sp. in Ed., Drake University
- E. Josephine Faulmann (1973)**  
Instructor in Music  
M.M., The University of Michigan
- Roger R. Faulmann (1967)**  
Assistant Professor of Music  
M.M., The University of Michigan
- Katherine M. Faust (1976)**  
Assistant Librarian, Instructor in Library Science  
M.A., The University of Wisconsin
- Phyllis L. Feaster (1970)**  
Instructor in English  
M.S. in Ed., Illinois State University
- Ethel G. Feicke (1962)**  
Coordinator of Advising for General and Unclassified Students, Assistant Professor of Education  
M.S. in Ed., Illinois State University
- Marilyn E. Feldman (1976)**  
Assistant Basketball Coach  
M.S. in Ed., Northern Illinois University
- Donald G. Fell (1977)**  
Assistant Professor of Economics  
M.S., Indiana State University

- A. Gordon Ferguson (1964)**  
Associate Professor of Spanish  
Ph.D., The University of Nebraska
- April Y. Ferguson (1975)**  
Assistant Professor of Psychology  
M.A., University of Illinois
- Ronald H. Ferguson (1975)**  
Assistant Director of Intercollegiate Athletics, Assistant Basketball Coach  
M.S., University of Illinois
- John W. Ferrell (1961)**  
Professor of Music  
Ph.D., The University of Iowa
- Odies C. Ferrell (1974)**  
Associate Professor of Marketing  
Ph.D., Louisiana State University
- Edmund F. Ficek (1966)**  
Professor of Business Law  
J.D., University of Illinois; C.L.U.
- Eileane H. Fielding (1961)**  
Assistant Professor of English  
(University High School)  
M.S. in Ed., Illinois State University
- Frederick N. Firestone (1970)**  
Professor of Economics  
Ph.D., The University of Wisconsin
- Lois C. Firestone (1974)**  
Special Service Center Nurse in the University Health Service  
B.S., Simmons College
- Gary L. Fish (1966)**  
Associate Professor of Accounting  
Ed.D., University of Illinois; C.P.A.
- James A. Fish (1975)**  
Lecturer in Psychology  
M.Ed., University of Illinois
- Judith A. Fish (1974)**  
Advisor in Placement Service, Advisor in Academic Advisement  
M.Ed., University of Illinois
- Robert J. Fisher (1975)**  
Assistant Professor of Mathematics  
Ph.D., Harvard University
- Robert L. Fisher (1973)**  
Assistant Professor of Education  
Ed.D., The University of Nebraska
- Kenneth L. Fitch (1963)**  
Associate Professor of Anatomy  
Ph.D., The University of Michigan
- Thomas C. Fitch (1969)**  
Associate Professor of Elementary Education  
Ph.D., Michigan State University
- Eugene D. Fitzpatrick (1965)**  
Professor of Psychology  
Ed.D., University of Northern Colorado
- William G. Flanagan (1973)**  
Assistant Basketball Coach  
M.A. in Ed., East Carolina University
- George P. Foeller (1960)**  
Associate Professor of Music  
M.A., University of Connecticut
- Alan T. Folkens (1971)**  
Adjunct Professor of Allied Health Professions  
Ph.D., The University of South Dakota
- Flora H. Foltz (1968)**  
Assistant Professor of Special Education  
M.S. in Ed., Southern Illinois University
- J. Anne Foreman (1958)**  
Associate Professor of French (Metcalfe Elementary School)  
Ph.D., University of Colorado
- George W. Forgey (1967)**  
Chairperson of the Department of Agriculture, Associate Professor of Agricultural Mechanics  
Ph.D., Illinois State University
- Roy E. Fowler (1974)**  
Assistant Director of Placement Services  
M.Ed., University of Missouri
- Carol J. Fox (1972)**  
Instructor in Home Economics  
M.S., Illinois State University; R.D.
- Charles P. Frahm (1968)**  
Professor of Physics  
Ph.D., Georgia Institute of Technology
- John T. France (1971)**  
Staff Physician in the University Health Service  
M.D., Loyola University
- Audrey B. Francis (1966)**  
Assistant Professor of Elementary Education  
M.A., The University of Iowa
- Charles E. Francis (1966)**  
Associate Professor of Industrial Technology  
Ed.D., University of Missouri
- Dorothy J. Frank (1975)**  
Faculty Assistant in Chemistry  
B.A., Grinnell College
- Lynda S. Frankeberger (1969)**  
Faculty Associate in University High School  
M.S., Illinois State University
- Dorothy K. Franks (1973)**  
Assistant Professor of Education  
Ph.D., University of Illinois
- Keith M. Fred (1967)**  
Director of Campus Recreation  
Ed.D., University of Southern Mississippi
- John B. Freed (1969)**  
Associate Professor of History  
Ph.D., Princeton University  
Leave of Absence, Second Semester,  
1976-77 School Year
- Louis G. Freeman (1976)**  
Principal of the Metcalf Elementary School  
M.Ed., University of Illinois
- John L. Frehn (1962)**  
Professor of Physiology  
Ph.D., The Pennsylvania State University
- Ruth M. Freyberger (1951)**  
Professor of Art  
Ed.D., The Pennsylvania State University
- Ruth Ann C. Friedberg (1977)**  
Instructor in Mathematics  
M.A.T., Northwestern University
- Stephen H. Friedberg (1970)**  
Associate Professor of Mathematics  
Ph.D., Northwestern University
- Walter H. Friedhoff (1958)**  
Professor of Psychology  
Ph.D., The University of Iowa  
Leave of Absence, Second Semester,  
1976-77 School Year
- Leo H. Frigo (1966)**  
Staff Physician in the University Health Service  
M.D., Chicago Medical School
- William Frisko (1961)**  
Professor of Elementary Education  
Ed.D., Wayne State University
- Linda H. Fritz (1975)**  
Faculty Associate in the Metcalf Elementary School  
B.S. in Ed., Illinois State University
- Boda Fritzen (1969)**  
Associate Professor of German  
Ph.D., The University of Nebraska  
Leave of Absence, First Semester,  
1976-77 School Year
- Hui-Hsing Fu (1975)**  
Assistant Professor of Physics  
Ph.D., The Ohio State University
- William D. Fuehrer (1963)**  
Associate Professor of German (University High School)  
Ph.D., The University of Michigan
- Joel M. Fuerst (1976)**  
Instructor in Management  
M.B.A., Columbia University
- Frederick W. Fues (1963)**  
Professor of Plant and Soil Science  
Ph.D., Michigan State University
- Robert W. Funk (1970)**  
Assistant Professor of English  
Ph.D., University of Illinois
- Laima I. Gaigalas (1974)**  
Instructor in Foreign Languages  
Doctor of the University of Languages and Literature, Grenoble (France)
- Wayne H. Galler (1970)**  
Assistant Professor of Elementary Education  
Ph.D., The University of Wisconsin
- Neal R. Gamsky (1970)**  
Vice President and Dean of Student Affairs,  
Professor of Psychology  
Ph.D., The University of Wisconsin
- Eddie L. Ganaway (1975)**  
Assistant Professor of History  
M.A., Duke University
- Raymond E. George (1970)**  
Professor of Art  
M.A. in Ed., University of Northern Iowa  
Leave of Absence, First Semester,  
1976-77 School Year
- Roslyn F. Gerard (1976)**  
Director of the Social Work Program,  
Associate Professor of Social Work  
Ph.D., Syracuse University
- Lucia C. Getsi (1973)**  
Assistant Professor of English  
Ph.D., Ohio University
- Noel C. Gill (1970)**  
Associate Professor of Psychology  
Ph.D., University of Minnesota
- David C. Gilmore (1974)**  
Assistant Professor of Psychology  
Ph.D., The Ohio State University
- Hal M. Gilmore (1956)**  
Assistant Professor of Mathematics  
M.A., Western Kentucky University
- Victor E. Gimmetstad (1948)**  
Professor of English  
Ph.D., The University of Wisconsin
- Gerald L. Girard (1969)**  
Associate Director of Records  
M.S., Illinois State University
- George Girardi, Jr. (1963)**  
Associate Professor of Health, Physical Education, Recreation and Dance  
(University High School)  
P.E.D., Indiana University
- Daniel J. Girvan (1974)**  
Associate Director of Residential Life  
M.A., Pacific Lutheran University
- William J. Gnagy (1961)**  
Director of Educational Research Services,  
Professor of Psychology  
Ph.D., Wayne State University
- Richard Godfrey (1962)**  
Director of Public Affairs  
B.S. in Ed., Illinois State University
- Barbara L. Goebel (1965)**  
Assistant Professor of Psychology  
Ph.D., University of Illinois
- John T. Goeldi (1967)**  
Professor of Elementary Education  
Ph.D., Michigan State University
- Sheila R. Goldberg (1973)**  
Assistant Professor of Elementary Education  
Ph.D., University of Illinois
- Joyce R. Goldstein (1976)**  
Adjunct Instructor in Special Education  
M.A. in C.D., Our Lady of the Lake College, San Antonio, Texas
- Melvin A. Goldstein (1971)**  
Assistant Professor of Psychology  
Ph.D., Rutgers University
- Robert C. Goodall (1967)**  
Associate Professor of Elementary Education  
Ed.D., Indiana University
- Philip R. Goodwin (1973)**  
Faculty Associate in University High School  
M.S. in Ed., Illinois State University
- R. Dwaine Goodwin (1969)**  
Assistant Professor of Health, Physical Education, Recreation and Dance  
M.R.Ed., Brigham Young University
- George J. Gordon (1970)**  
Assistant Professor of Political Science  
Ph.D., Syracuse University

**Rhonda S. Gore (1973)**  
Assistant Director of the Reading Study Center  
M.S. in Ed., Illinois State University

**Russell D. Gorman (1976)**  
Chairperson of the Department of Health, Physical Education, Recreation and Dance, Professor of Physical Education  
P.E.D., Indiana University

**Michael J. Gorz (1976)**  
Assistant Professor of Philosophy  
Ph.D., Brown University

**Donna K. Gorrell (1974)**  
Tutor in the High Potential Students Program, Instructor in English  
M.A., Illinois State University

**Iris F. Gottlieb (1971)**  
Instructor in Special Education  
M.A., Northwestern University

**Laura E. Gowdy (1967)**  
Assistant Librarian, Assistant Professor of Library Science  
M.S., University of Illinois

**Julie Gowen (1972)**  
Assistant Professor of Philosophy  
Ph.D., The University of Wisconsin

**Joseph L. Grabil (1968)**  
Professor of History  
Ph.D., Indiana University

**Ardelle Graef (1971)**  
Associate Professor of Elementary Education  
Ph.D., The University of Wisconsin

**Claude L. Graeff (1975)**  
Assistant Professor of Management  
M.B.A., Southern Illinois University

**Michael G. Gratchner (1973)**  
Instructor in English  
M.S., Illinois State University

**Aaron G. Gray (1973)**  
Lecturer in Special Education  
Ed.J., Illinois State University

**Charles E. Gray, Jr. (1959)**  
Professor of History  
Ed.D., University of Illinois  
Leave of Absence, First Semester, 1976-77 School Year

**Harold K. Gray (1974)**  
Lecturer in Music  
M.M., The Florida State University

**Karen S. Gray (1976)**  
Teacher in the Turner Day Care Center  
B.S., Illinois State University

**Kathryn F. Gray (1976)**  
Instructor in Music  
M.M., The Florida State University

**Denise G. Green (1976)**  
Visiting Lecturer in Art  
M.F.A., Hunter College

**Randall L. Green (1975)**  
Coordinator of University Programs and Activities in the University Union and Auditorium  
B.A., Southern Illinois University

**Geraldine A. Greenlee (1970)**  
Associate Professor of Health, Physical Education, Recreation and Dance  
Ph.D., University of Oregon  
Leave of Absence, Second Semester, 1976-77 School Year

**Glen E. Greenseth (1960)**  
Assistant Professor of Physics  
M.A., Washington University

**Craig H. Greenwood (1976)**  
Assistant Professor of Political Science, Assistant Professor of Business Law  
J.D., University of Illinois

**Harold L. Gregor (1970)**  
Professor of Art  
Ph.D., The Ohio State University

**Ivo P. Greif (1961)**  
Professor of Elementary Education  
Ed.D., Wayne State University

**Glenn A. Grever (1965)**  
Assistant Professor of English  
Ph.D., University of Illinois

**Jean M. Grever (1963)**  
Assistant Professor of Business Education and Administrative Services  
Ed.D., Northern Illinois University

**Brenda S. Griffin (1974)**  
Instructor in Sociology  
M.A., Drake University

**Charles T. Griffin (1974)**  
Assistant Professor of Sociology  
Ph.D., Iowa State University

**Jim L. Grimm (1974)**  
Associate Professor of Marketing  
D.B.A., Kent State University

**Glenn S. Gritzammer (1962)**  
Assistant Librarian, Assistant Professor of Library Science  
C.A.S., University of Illinois

**Elizabeth L. Gruber (1975)**  
Lecturer in Medical Records Administration  
B.S., Illinois State University

**Audrey J. Grupa (1968)**  
Associate Professor of Psychology  
Ph.D., University of Illinois

**Stanley E. Grupp (1957)**  
Professor of Sociology  
Ph.D., Indiana University

**Frederick K. Gude (1975)**  
Instructor in Art  
M.F.A., Southern Illinois University

**John A. Gueggen (1972)**  
Assistant Professor of Political Science  
Ph.D., The University of Chicago

**Ralph A. Guthrie (1973)**  
Instructor in Agricultural Education  
M.S., University of Illinois

**Thomas A. Guttenschow (1976)**  
Faculty Assistant in Health, Physical Education, Recreation and Dance  
B.S. in Ed., Illinois State University

**Stanley D. Gutzman (1970)**  
Assistant Librarian, Assistant Professor of Library Science  
M.A., University of Denver

**Kwang-Chul Ha (1967)**  
Associate Professor of Mathematics  
Ph.D., The University of North Carolina

**Wesley R. Habley (1970)**  
Director of Academic Advisement  
M.Ed., University of Illinois

**Bessie D. Hackett (1969)**  
Associate Professor of Home Economics  
Ed.D., University of Illinois

**Perry Hackett (1949)**  
Assistant Professor of Music  
M.M., Northwestern University

**William W. Haddad (1970)**  
Associate Professor of History  
Ph.D., The Ohio State University

**Helen J. Hadden (1976)**  
Associate Professor of Special Education  
Ed.D., University of Northern Colorado

**Dean S. Hage (1959)**  
Acting Chairperson of the Department of Special Education, Professor of Special Education  
Ph.D., The University of Iowa

**Virginia R. Hager (1966)**  
Assistant Professor of Elementary Education  
M.S. in Ed., Illinois State University

**J. Willard Hain (1970)**  
Faculty Associate in Special Education  
M.A., Northwestern University

**M. Lynelle Hale (1976)**  
Assistant Professor of Home Economics  
Ph.D., Texas Woman's University

**Ronald S. Halinski (1968)**  
Director of Measurement and Evaluation Service, Associate Professor of Education  
Ph.D., The University of Iowa

**John D. Hall (1970)**  
Associate Professor of Business Education and Administrative Services  
Ed.D., Texas Tech University

**James A. Hallam (1966)**  
Chairperson of the Department of Accounting, Professor of Accounting  
Ph.D., The University of Iowa; C.D.P.

**Raphael M. Haller (1976)**  
Associate Professor of Speech Pathology and Audiology  
Ph.D., Northwestern University

**Roger E. Hallstein (1975)**  
Assistant Professor of Environmental Health  
Ph.D., University of Cincinnati

**Cynthia L. Hamby (1976)**  
Faculty Associate in the Metcalf Elementary School  
B.S. in Ed., Illinois State University

**Charles T. Hamilton (1976)**  
Assistant Professor of Accounting  
M.A.S., University of Illinois; C.P.A.

**Tong II Han (1971)**  
Professor of Music  
M.S., Juilliard School of Music

**C. Vernon Hanks (1976)**  
Faculty Assistant in Industrial Technology  
B.S. in Ed., Illinois State University

**Manfred Hannemann (1974)**  
Assistant Professor of Geography  
Ph.D., The University of Chicago

**Maria F. Hannemann (1976)**  
Instructor in Mathematics  
M.A., Andrews University

**John C. Hansen (1976)**  
Assistant Director of Admissions  
M.S. in Ed., Indiana University

**John F. Hansen (1972)**  
Assistant Professor of Chemistry  
Ph.D., Duke University

**Warren R. Harden (1954)**  
Assistant Vice President, Director of Institutional Research and Computer Operations, Professor of Economics  
Ph.D., Indiana University

**Doris M. Hardine (1947)**  
Assistant Professor of Music  
M.M., Eastman School of Music

**Elizabeth O. Harding (1970)**  
Counselor in the Student Counseling Services  
M.A., Southern Illinois University  
Deceased, December, 1976

**Fadia F. Harik (1975)**  
Assistant Professor of Mathematics  
M.A., Indiana University

**Sandra D. Harmon (1971)**  
Instructor in History  
M.A., Illinois State University

**V. Carolyn Harper (1968)**  
Assistant Professor of Information Sciences  
Adv. M.L.S., The Florida State University

**Michelle B. Harpring (1976)**  
Faculty Associate in the Metcalf Elementary School  
B.Mus., Eastern Illinois University

**Archibald Harris (1957)**  
Head Swimming Coach, Assistant Professor of Health, Physical Education, Recreation and Dance  
M.A., The University of Iowa

**Charles B. Harris (1968)**  
Associate Professor of English  
Ph.D., Southern Illinois University

**Elizabeth L. Harris (1970)**  
Research Consultant in Computer Services, Assistant Professor of Psychology  
Ph.D., University of Illinois

**Otto D. Harris (1967)**  
Assistant Professor of Art  
M.A., Columbia University

**Victoria A. Harris (1973)**  
Instructor in English  
M.A., Illinois State University

**Frank Harrison (1974)**  
Dean of the College of Business, Professor of Management  
Ph.D., The University of Washington

- Monique A. Harrison (1974)**  
Assistant Professor of Management and French  
M.B.A., University of Puget Sound
- Gerald L. Hart (1967)**  
Head Football Coach  
M.S. in Ed., Southern Illinois University
- Richard R. Hart (1961)**  
Professor of Geology  
Ph.D., The University of Iowa
- W. Douglas Hartley (1954)**  
Associate Professor of Art  
Ph.D., New York University
- Mostafa F. Hassan (1968)**  
Professor of Economics  
Ph.D., The University of Wisconsin
- Robert G. Hathway (1966)**  
Associate Professor of Mathematics  
Ph.D., The University of Wisconsin
- Margaret B. Hayden (1967)**  
Assistant Professor of Home Economics  
M.S., Ohio University
- Patricia B. Haynes (1968)**  
Faculty Associate in Sociology  
M.S., Illinois State University
- Vincent Hazleton, Jr. (1976)**  
Assistant Professor of Information Sciences  
M.A., The University of Oklahoma
- G. Louis Heath (1969)**  
Associate Professor of Education  
Ph.D., University of California at Berkeley
- John M. Heissler, Jr. (1961)**  
Professor of English  
Ph.D., University of Illinois
- Arlan C. Helgeson (1951)**  
Professor of History  
Ph.D., The University of Wisconsin
- Candace A. Helgeson (1958)**  
Assistant Professor of English  
A.M., University of Illinois
- Dolores A. Hellweg (1965)**  
Associate Professor of Health, Physical Education, Recreation and Dance (Metcalf Elementary School)  
Ph.D., The University of Wisconsin
- Robert E. Hemenway (1964)**  
Professor of Special Education  
Ed.D., Boston University School of Education
- Doris E. Henderson (1966)**  
Assistant Professor of Health, Physical Education, Recreation and Dance  
M.A., Northwestern University
- Thomas P. Henderson (1971)**  
Instructor in Marketing  
M.S., Illinois State University
- Reginald D. Henry (1969)**  
Professor of Agricultural Mechanics  
Ph.D., University of Missouri
- Sue A. Henson (1975)**  
House Manager in the Office of Residential Life  
B.S. in Ed., Illinois State University
- Richard J. Hentz (1967)**  
Associate Professor of Art  
M.F.A., Northern Illinois University
- Roger E. Herberts (1963)**  
Associate Professor of Industrial Technology  
Ed.D., University of Illinois
- Peter A. Herdklotz (1976)**  
Instructor in Accounting  
M.S. in Ed., Northern Illinois University
- Linda G. Herman (1974)**  
Head Volleyball Coach, Assistant Softball Coach  
M.S., Illinois State University
- Lotus D. Hershberger (1970)**  
Assistant Professor of Mathematics  
Ph.D., The Florida State University
- Howard R. Hetzel (1962)**  
Chairperson of the Department of Biological Sciences, Professor of Zoology  
Ph.D., The University of Washington
- Barbara Sherman Heyl (1975)**  
Assistant Professor of Sociology  
Ph.D., University of Illinois
- Charles R. Hicklin (1960)**  
Professor of Education  
Ed.D., University of Illinois
- Marylou E. Hicklin (1976)**  
Instructor in Sociology  
M.S., Illinois State University
- G. Alan Hickrod (1967)**  
Professor of Educational Administration  
Ed.D., Harvard University
- Lucy Jen Huang Hickrod (1967)**  
Professor of Sociology  
Ph.D., The University of Chicago
- L. Dean Hiebert (1973)**  
Assistant Professor of Economics  
Ph.D., The University of Wisconsin
- Lynne P. Higgins (1963)**  
Associate Professor of Health, Physical Education, Recreation and Dance  
Ph.D., The University of Iowa
- Janet C. Hildreth (1965)**  
Faculty Associate in Special Education  
M.S. in Ed., Illinois State University
- John S. Hill (1962)**  
Professor of English  
Ph.D., The University of Wisconsin
- Michael C. Hillard (1976)**  
Instructor in Psychology  
M.A., Illinois State University
- Philip E. Hillstrom (1969)**  
Associate Professor of Music  
D.M.A., University of Oregon
- Jack A. Hobbs (1970)**  
Associate Professor of Art  
Ph.D., The University of Iowa
- S. David Hoffman (1973)**  
Counselor in the Student Counseling Services  
Ph.D., The Florida State University
- Robert A. Hogan (1963)**  
Professor of Psychology  
Ed.D., Case Western Reserve University
- R. Craig Hogan (1975)**  
Instructor in English  
Ph.D., University of Pittsburgh
- Henry O. Holium (1975)**  
Lecturer in Business Finance  
B.S., Northwestern University
- Lucille S. Holcomb (1968)**  
Assistant Director of Financial Aid  
M.A., Illinois State University
- David F. Holden (1971)**  
Assistant Professor of English  
Ph.D., The University of Kansas
- Kenneth A. Holder (1969)**  
Associate Professor of Art  
M.F.A., School of the Art Institute of Chicago
- Leave of Absence in the 1976-77 School Year
- Robert E. Holdridge (1965)**  
Associate Professor of Information Sciences  
Ed.D., Indiana University
- William E. Holdridge (1974)**  
Assistant Professor of Information Sciences  
Ph.D., University of Illinois
- M. Paul Holisinger (1969)**  
Professor of History  
Ph.D., University of Denver
- Nancy H. Holisinger (1972)**  
Faculty Associate in the Metcalf Elementary School  
M.S.W., University of Denver
- Niles R. Holt (1968)**  
Associate Professor of History  
Ph.D., Yale University
- T. Melvin Holt (1973)**  
Assistant Professor of Accounting  
M.B.A., University of Oregon; C.P.A.
- Gerlof D. Homan (1968)**  
Chairperson of the Department of History, Professor of History  
Ph.D., The University of Kansas
- Joseph C. Honan (1968)**  
Associate Professor of Political Science  
Ph.D., University of Missouri
- Herbert K. Honn (1975)**  
Faculty Associate in the Metcalf Elementary School  
M.S., Illinois State University
- John E. Hoover (1973)**  
Counselor in the Student Counseling Services, Assistant Professor of Psychology  
Ph.D., Ohio University
- Sharon A. Hoover (1974)**  
Instructor in Speech Pathology and Audiology  
M.A., Ohio University
- Bruce E. Horne (1973)**  
Faculty Associate in the Metcalf Elementary School  
B.A., Western Illinois University
- James M. Horner (1975)**  
Vice President and Provost of the University, Professor of Mathematics  
Ph.D., University of Alabama
- Alvin E. House (1975)**  
Assistant Professor of Psychology  
Ph.D., University of Tennessee
- James E. House (1966)**  
Professor of Chemistry  
Ph.D., University of Illinois
- James M. Howard (1966)**  
Assistant Professor of Elementary Education  
M.A. in Ed., University of Kentucky
- Merle R. Howard (1966)**  
Assistant Professor of Speech Pathology and Audiology  
M.S., Southern Illinois University
- Frederick B. Hoyt (1974)**  
Assistant Professor of History  
Ph.D., The University of Wisconsin
- Patsy S. Hrudka (1974)**  
Assistant Professor of Accounting  
M.S., Illinois State University; C.P.A.
- Quinn L. Hrudka (1962)**  
Associate Professor of Education  
Ed.D., Indiana University
- Benjamin C. Hubbard (1961)**  
University Professor of Educational Administration  
Ed.D., University of Alabama
- Barbara L. Huffman (1974)**  
Director and Head Teacher in the Turner Day Care Center  
B.S. in Ed., Illinois State University
- Monique C. Huffman (1971)**  
Instructor in Foreign Languages  
M.A., Illinois State University
- Jon Hufnagle (1976)**  
Assistant Professor of Speech Pathology and Audiology  
Ph.D., Wayne State University
- Kathryn K. Hufnagle (1976)**  
Instructor in Speech Pathology and Audiology  
M.S., Murray State University
- Ronald C. Hughes (1972)**  
Assistant Director of Admissions  
M.S., Illinois State University
- Harry W. Huizinga (1967)**  
Associate Professor of Parasitology  
Ph.D., University of Connecticut
- Lloyd M. Hull (1972)**  
Assistant Professor of Speech Pathology and Audiology  
Ph.D., The Ohio State University
- Ching-Yuan Hung (1974)**  
Lecturer and Research Associate in Genetics  
Ph.D., University of California at Davis
- Susan Hung (1976)**  
Faculty Assistant in Genetics  
M.S., Illinois State University
- Lynda F. Hungerford (1975)**  
Instructor in English  
Ph.D., Northwestern University
- Raymond H. Hunt (1965)**  
Associate Professor of Chemistry  
Ph.D., University of Illinois

<b>Robert W. Hunt (1969)</b> Associate Professor of Political Science Ph.D., Princeton University	<b>Ronald H. Jackson (1972)</b> Associate Professor of Art M.F.A., California College of Arts and Crafts	<b>Margaret L. Jones (1956)</b> Professor of Health, Physical Education, Recreation and Dance Ph.D., The University of Wisconsin
<b>Timothy F. Hurtz (1973)</b> Instructor in Music B.M., University of Southern California	<b>Ted R. Jackson (1960)</b> Associate Professor of Information Sciences Ph.D., The University of Wisconsin	<b>William W. Jones (1967)</b> Faculty Associate in the Metcalf Elementary School Ed.D., University of Northern Colorado
<b>Mary K. Husler (1966)</b> Director of Non-Credit Programs in the Division of Continuing Education and Public Service, Professor of Elementary Education Ed.D., University of Illinois	<b>Vivian R. Jackson (1974)</b> Faculty Associate in Education; Faculty Associate in University High School Ph.D., Northwestern University	<b>Wendell B. Joseph (1975)</b> Assistant Professor of Marketing M.B.A., University of Dayton
<b>Carol A. Hustuft (1977)</b> Instructor in Information Sciences M.L.S., Indiana University	<b>Eugene S. Jacobs (1962)</b> Assistant Professor of Mathematics A.M., University of South Dakota	<b>Donald S. Kachur (1966)</b> Associate Professor of Education Ed.D., Indiana University
<b>H. Dean Hustuft (1969)</b> Assistant Professor of Information Sciences Ed.D., Indiana University	<b>Alvin R. Jacobson (1970)</b> Director of Environmental Health, Professor of Environmental Health Ph.D., The University of Iowa	<b>Steven E. Kagle (1969)</b> Associate Professor of English Ph.D., The University of Michigan
<b>Barbara B. Hutchinson (1966)</b> Associate Professor of Speech Pathology and Audiology Ph.D., University of Utah	<b>Kenneth E. James (1962)</b> Professor of Agricultural Education Ed.D., University of Missouri	<b>Frederick D. Kagy (1965)</b> Professor of Industrial Technology Ed.D., University of Wyoming
<b>Jill M. Hutchison (1969)</b> Assistant Professor of Health, Physical Education, Recreation and Dance M.S., Illinois State University	<b>Kathleen C. Jarrett (1972)</b> Lecturer in Special Education M.S. in Ed., Illinois State University	<b>Bruce T. Kaiser (1956)</b> Director of the University Union and Auditorium B.S., Indiana University
<b>Harriett S. Hutter (1969)</b> Associate Professor of Spanish (University High School) Ph.D., University of Illinois	<b>Edward B. Jelks (1968)</b> Professor of Anthropology Ph.D., The University of Texas	<b>Alfred L. Kaisershot (1970)</b> Associate Professor of Business Education and Administrative Services Ed.D., The University of Nebraska
<b>Samuel Hutter (1955)</b> Assistant Professor of Psychology M.S., University of Illinois	<b>D. Reed Jensen (1966)</b> Associate Professor of Physiology Ph.D., Utah State University Leave of Absence, First Semester, 1976-77 School Year	<b>Eileen G. Kanzler (1971)</b> Faculty Associate in University High School M.A., Hampton Institute
<b>Lenore L. Hutton (1974)</b> Instructor in Information Sciences M.A., Illinois State University	<b>Richard A. Jensen (1975)</b> Assistant Professor of Economics B.A., The University of Kansas	<b>Suraj P. Kapoor (1973)</b> Assistant Professor of Information Sciences Ph.D., Southern Illinois University
<b>Virgil R. Hutton (1960)</b> Associate Professor of English Ph.D., University of Michigan	<b>Gary L. Jepsen (1976)</b> Faculty Assistant in Chemistry B.S., Illinois State University	<b>Jacqueline Q. Karch (1957)</b> Professor of Home Economics Ed.D., Washington University
<b>Thaddeus C. Ichniowski (1961)</b> Professor of Chemistry Ph.D., Purdue University	<b>Kenneth E. Jesse (1967)</b> Associate Professor of Physics Ph.D., Arizona State University	<b>Ruth M. Kasa (1974)</b> Coordinator of the Medical Technology Program, Assistant Professor of Medical Technology M.A., Sangamon State University
<b>E. Carmen Imel (1964)</b> Associate Professor of Health, Physical Education, Recreation and Dance Ph.D., The University of Iowa	<b>William A. Jesse (1973)</b> Instructor in Information Sciences M.S., Illinois State University	<b>Alan J. Katz (1975)</b> Assistant Professor of Genetics Ph.D., The Ohio State University
<b>Arnold J. Insel (1969)</b> Associate Professor of Mathematics Ph.D., University of California at Berkeley Leave of Absence in the 1976-77 School Year	<b>Lois R. Jett (1962)</b> Assistant Professor of Home Economics M.S., Southern Illinois University	<b>Patrick V. Kauffold (1974)</b> Assistant Professor of Quantitative Methods M.S., University of Illinois
<b>Eugene R. Irving (1969)</b> Professor of Elementary Education Ed.D., University of Illinois	<b>Milford C. Jochums (1948)</b> Professor of English Ph.D., University of Illinois	<b>William O. Kauth (1968)</b> Head Trainer, Assistant Professor of Health, Physical Education, Recreation and Dance Ph.D., University of Utah
<b>Ko Iwasaki (1974)</b> Lecturer in Music Toho School of Music (Japan); Juilliard School of Music	<b>Eric S. Johnson (1968)</b> Assistant Professor of Geography Ph.D., The University of Kansas	<b>Benjamin J. Keeley (1952)</b> Professor of Sociology Ph.D., The University of Nebraska
<b>Eugene H. Jabker (1968)</b> Director of Instructional Development Ph.D., Washington University	<b>Gary G. Johnson (1975)</b> Assistant Professor of Political Science J.D., DePaul University	<b>Daniele M. Kellams (1974)</b> Assistant Professor of French Ph.D., Rice University
<b>Irving Jacks (1968)</b> Professor of Psychology Ph.D., New York University Leave of Absence, Second Semester, 1976-77 School Year	<b>James J. Johnson (1966)</b> Professor of Psychology Ph.D., Northwestern University	<b>Charles W. Keller (1974)</b> Faculty Associate in the Metcalf Elementary School M.S. in Ed., Illinois State University
<b>Bryant H. Jackson (1960)</b> Associate Director of Libraries, Associate Professor of Library Science M.S. in L.S., University of Southern California	<b>Michael N. Johnson (1976)</b> Instructor in Education M.S., The University of Wisconsin	<b>Mark R. Kellner (1976)</b> Assistant Professor of Business Law J.D., University of Illinois
<b>Dale R. Jackson (1975)</b> Assistant Professor of Educational Administration Ed.D., Northern Illinois University	<b>Stephen C. Johnson (1976)</b> Assistant Professor of Information Sciences Ed.D., Indiana University	<b>Allen K. Kemmerer (1974)</b> Lecturer in the State and Local Civil Preparedness Instructional Programs in the Division of Continuing Education and Public Service B.S. in Ed., Illinois State University
<b>Donette D. Jackson (1966)</b> Instructor in Business Education and Administrative Services M.A. in Ed., University of Kentucky	<b>John L. Johnston (1956)</b> Professor of Industrial Technology Ed.D., University of Missouri	<b>Benny B. Kemp (1963)</b> Associate Professor of Music M.M., Indiana University
<b>Martin C. Jackson (1972)</b> Acting Assistant Director of Residential Life M. in Ed., Illinois State University	<b>Anita F. Jones (1962)</b> Assistant Professor of Elementary Education (Metcalf Elementary School) M.S. in Ed., Illinois State University	<b>Kenneth C. Kennard (1968)</b> Professor of Philosophy Ph.D., Northwestern University Leave of Absence, Second Semester, 1976-77 School Year
<b>Ned T. Jackson (1968)</b> Lecturer in Special Education M.A., Western Michigan University	<b>Antony J. Jones (1976)</b> Visiting Professor of Mathematics Ph.D., University of Cambridge (England)	<b>Larry D. Kennedy (1962)</b> Professor of Education Ed.D., University of Illinois
	<b>Emily F. Jones (1974)</b> Assistant Professor of Business Education and Administrative Services M.S. in Ed., Eastern Illinois University	<b>Pamela F. Kennedy (1974)</b> Assistant Professor of Sociology M.A., Kent State University
	<b>H. Twyman Jones (1967)</b> Associate Professor of Education Ed.D., University of Missouri Leave of Absence, Second Semester, 1976-77 School Year	

- William N. Kennedy (1962)**  
Assistant Professor of Classics  
M.S. in Ed., Illinois State University
- Betty J. Keough (1952)**  
Professor of Health, Physical Education,  
Recreation and Dance  
Ph.D., The University of Iowa
- Kerry A. Kerber (1973)**  
Assistant Professor of Education  
Ph.D., Wayne State University
- Robert J. Kerber (1974)**  
Associate Professor of Management  
D.B.A., Texas Tech University
- Susan T. Kern (1974)**  
Assistant Professor of Home Economics  
Ph.D., Purdue University
- Roger D. Kerr (1973)**  
Head Track Coach  
Ph.D., Purdue University
- Nancy O. Kerwin (1976)**  
Faculty Associate in the Metcalf  
Elementary School  
B.S. in Ed., Illinois State University
- Bette B. Keyser (1975)**  
Faculty Associate in the Metcalf  
Elementary School  
M.S., University of Illinois
- Robert W. Kief (1970)**  
Assistant Athletic Trainer, Instructor in  
Health, Physical Education, Recreation  
and Dance  
M.S., Illinois State University
- Delores A. Kilgo (1975)**  
Instructor in Art  
M.A., Illinois State University
- Betty J. Kinser (1975)**  
Instructor in Art  
M.S., Illinois State University
- James G. Kirchner (1969)**  
Assistant Professor of Geology  
Ph.D., The University of Iowa
- John W. Kirk (1966)**  
Professor of Theatre  
Ph.D., University of Florida
- George C. Kiser (1974)**  
Assistant Professor of Political Science  
Ph.D., University of Massachusetts
- Karl F. Kitchen (1975)**  
House Manager in the Office of  
Residential Life  
B.S., Illinois State University
- Nancy T. Kizer (1971)**  
Instructor in English  
M.A., Illinois State University
- A. David Kline (1976)**  
Assistant Professor of Philosophy  
Ph.D., University of Wisconsin-Madison
- Keith P. Knoblock (1967)**  
Assistant Professor of Art  
M.F.A., The Ohio State University
- James V. Koch (1967)**  
Chairperson of the Department of  
Economics, Professor of Economics  
Ph.D., Northwestern University
- Robert W. Koehler (1961)**  
Professor of Health, Physical Education,  
Recreation and Dance  
Ed.D., University of Utah
- Herbert L. Koerselman (1974)**  
Assistant Professor of Music  
D.M.A., The University of Iowa
- Frederick W. Kohlmeyer (1964)**  
Professor of History  
Ph.D., University of Minnesota
- Helen B. Kohlmeyer (1969)**  
Instructor in English  
M.S., Illinois State University
- Walter S. G. Kohn (1956)**  
Professor of Political Science  
Ph.D., New School for Social Research,  
New York
- Catherine W. Konsky (1974)**  
Assistant Professor of Information Sciences  
Ph.D., The University of Iowa
- Joe W. Kraus (1966)**  
Director of Libraries, Professor of  
Library Science  
Ph.D., University of Illinois
- William J. Kross (1975)**  
Assistant Professor of Accounting  
Ph.D., The University of Iowa; C.P.A.
- Paul W. Krueger (1974)**  
Assistant Professor of Accounting  
M.B.A., Northwestern University; C.P.A.
- Dean M. Krugman (1972)**  
Assistant Professor of Marketing  
M.S., University of Illinois
- Dennis V. Kruse (1970)**  
Assistant Professor of Business Law  
J.D., The University of Iowa
- Brigitta J. Kuhn (1961)**  
Professor of French  
Ph.D., Sorbonne, University of Paris
- Norene Kurth (1953)**  
Assistant Professor of Business Education  
and Administrative Services  
M.B.A., The University of Chicago
- Michael E. Kurz (1968)**  
Associate Professor of Chemistry  
Ph.D., Case Institute of Technology  
Leave of Absence in the 1976-77 School  
Year
- Donald E. LaCasse, Jr. (1973)**  
Assistant Professor of Theatre  
M.A., Michigan State University
- Francis E. LaFave (1970)**  
Counselor in the Student Counseling  
Services  
Ph.D., Indiana State University
- John B. Laing (1975)**  
Assistant Professor of Philosophy  
B.A., Lawrence University (Wisconsin)
- Douglas H. Lamb (1970)**  
Director of Student Counseling Services,  
Associate Professor of Psychology  
Ph.D., The Florida State University
- Ralph L. Lane (1968)**  
Professor of Theatre  
Ph.D., Northwestern University
- Rowena V. Lane (1968)**  
Instructor in Home Economics  
M.S., Illinois State University
- Harry N. Langdon (1976)**  
Associate Professor of Theatre  
Ph.D., The University of Iowa
- Lillian C. Larson (1975)**  
Assistant Professor of Speech Pathology  
and Audiology  
M.A., Western Michigan University
- Patricia A. Larson (1975)**  
Faculty Associate in the Metcalf  
Elementary School  
A.B., Monmouth College
- Terry A. Larson (1976)**  
Instructor in Biological Sciences  
M.S., Illinois State University
- Gurcharan S. Lauman (1973)**  
Professor of Economics  
Ph.D., Wayne State University
- Joseph L. Laurenti (1962)**  
Professor of Spanish and Italian  
Ph.D., University of Missouri
- Daniel J. LaVista (1976)**  
Associate Professor of Theatre  
Ph.D., Syracuse University
- Parker L. Lawlis (1965)**  
Director of the Placement Service  
M.S. in Ed., Illinois State University
- Sharon M. Lawlis (1967)**  
Instructor in Home Economics  
M.Ed., University of Illinois
- Marlyn C. Lawrence (1973)**  
Director of Professional Practice in  
the Division of Continuing Education  
and Public Service  
Ed.D., Illinois State University
- Ronald L. Laymon (1965)**  
Professor of Educational Administration  
Ed.D., Indiana University
- Barbara H. Lazerson (1969)**  
Associate Professor of Elementary  
Education  
Ph.D., The University of Nebraska
- Dorothy E. Lee (1962)**  
Chairperson of the Department of  
Sociology-Anthropology, Associate  
Professor of Sociology  
Ph.D., The University of Iowa
- Jane M. Lee (1972)**  
Assistant Professor of Special Education  
Ph.D., The University of Texas
- Michael Lee (1976)**  
Assistant Professor of Home Economics  
Ph.D., Southern Illinois University
- Kenneth L. Leicht (1967)**  
Associate Professor of Psychology  
Ph.D., Northwestern University
- Paula R. Leifel (1975)**  
Faculty Associate in the Metcalf  
Elementary School  
M.Ed., University of Illinois
- George M. Leisure (1974)**  
Assistant Professor of Environmental  
Health  
M.S., East Tennessee State University
- Elmer A. Lemke (1965)**  
Professor of Psychology  
Ph.D., The University of Wisconsin
- Marilyn Lenkowsky (1976)**  
Visiting Lecturer in Art  
B.F.A., City University of New York  
Hunter College
- Wilbert M. Leonard II (1970)**  
Associate Professor of Sociology  
Ph.D., The Ohio State University  
Leave of Absence, First Semester,  
1976-77 School Year
- George A. Levesque (1975)**  
Assistant Professor of History  
Ph.D., State University of New York  
at Binghamton
- Arthur Lewis (1972)**  
Associate Professor of Music  
Doc. of Mus., Indiana University
- Franklin G. Lewis (1967)**  
Professor of Education  
Ed.D., North Texas State University
- Marjorie L. Lewis (1951)**  
Associate Professor of Psychology  
Ph.D., University of Illinois
- Anthony E. Liberta (1961)**  
Professor of Mycology  
Ph.D., University of Illinois
- Lois Lilly (1957)**  
Assistant Professor of Elementary  
Education  
Adv. Cert. in Ed., University of Illinois
- Wellman L. Lim (1976)**  
Instructor in Quantitative Methods  
M.S., New Mexico State University
- Henry S. Linder (1974)**  
Lecturer in the State and Local Civil  
Preparedness Instructional Program  
in the Division of Continuing  
Education and Public Service  
B.S., Eastern Illinois University
- William R. Linneman (1964)**  
Professor of English  
Ph.D., University of Illinois
- Harlan D. Litchfield (1969)**  
Coordinator in the Office of Clinical  
Experiences in Teacher Education  
M.A., Bradley University
- Francis A. Littler (1973)**  
Instructor in English  
M.A., Illinois State University
- Sheng-Hua D. Liu (1976)**  
Research Associate and Lecturer in  
Chemistry  
Ph.D., Illinois State University
- Mary M. Liverman (1973)**  
Faculty Associate in the Metcalf  
Elementary School  
M.S., University of Illinois

<b>Robert D. Liverman (1969)</b> Associate Professor of Health, Physical Education, Recreation and Dance Ph.D., University of Illinois	<b>Jerry M. Manahan (1974)</b> Instructor in Economics M.S., Illinois State University	<b>Robert E. McAdam (1970)</b> Director of the Office of Research Services and Grants, Professor of Health, Physical Education, Recreation and Dance Ph.D., University of Illinois
<b>David L. Livers, Jr. (1962)</b> Professor of Education Ph.D., The University of Iowa	<b>Leon M. Manelin (1975)</b> Assistant Professor of Psychology Ph.D., Stanford University	<b>Donna A. McAlister (1975)</b> Faculty Assistant in Accounting B.S., Illinois State University
<b>Edward A. Livingston (1968)</b> Associate Professor of Music M.A., Western Michigan University	<b>Darryl T. Manring (1962)</b> Assistant Professor of Music (Metcalfe Elementary School) M.M., The University of Michigan	<b>Patricia C. McAnally (1966)</b> Assistant Professor of Special Education M.Ed., University of Illinois
<b>Janice A. Livingston (1975)</b> Assistant Professor of Medical Records Administration M.S., State University of New York at Buffalo	<b>Bruce M. Manzer (1974)</b> Assistant Librarian, Assistant Professor of Library Science Ph.D., The University of Chicago	<b>John F. McAteer (1968)</b> Assistant Director of the Office of Research Services and Grants Ph.D., Southern Illinois University
<b>Franzie L. Loepf (1970)</b> Associate Professor of Industrial Technology Ed.D., University of Northern Colorado	<b>Patricia J. Marcum (1976)</b> Assistant Professor of Business Education and Administrative Services Ph.D., University of Illinois	<b>James L. McBee, Jr. (1970)</b> Executive Officer, Office of the President, Professor of Animal Science Ph.D., University of Missouri
<b>Jerry C. Logue (1974)</b> Assistant Professor of Medical Records Administration M.S. in Ed., Illinois State University	<b>James B. Marcus (1976)</b> Assistant Professor of Theatre M.F.A., The University of Iowa	<b>Bernard J. McCarney (1958)</b> Professor of Economics Ph.D., University of Pittsburgh
<b>Ann O. LoMonaco (1975)</b> Lecturer in Music	<b>Barbara B. Marks (1975)</b> Faculty Associate in University High School B.S. in Ed., Illinois State University	<b>JoAnn McCarthy (1976)</b> Assistant Professor of Foreign Languages Ph.D., The Florida State University
<b>Jerome O. LoMonaco (1975)</b> Associate Professor of Music	<b>Edward K. Marlow (1976)</b> Assistant Professor of Management Ph.D., University of Illinois	<b>John R. McCarthy (1974)</b> Assistant Professor of Educational Administration Ph.D., The Florida State University
<b>Jerry A. Lopes (1975)</b> Hall Manager in the Office of Residential Life B.S., Illinois State University	<b>John H. Marlow (1973)</b> Lecturer in Art Gottingen University (Germany), Willesden School of Art (London), Hornsey College of Art (London), University of London (England)	<b>Willard J. McCarthy (1955)</b> Associate Professor of Industrial Technology Ed.M., University of Illinois
<b>Simon S. Luan (1975)</b> Research and Management Information Assistant in Institutional Research and Computer Operations M.S., Illinois State University	<b>Jeanne G. Marquis (1973)</b> Faculty Associate in the Metcalfe Elementary School B.S. in Ed., Illinois State University	<b>Jeoraldean S. McClain (1975)</b> Assistant Professor of Art Ph.D., The Ohio State University
<b>Marvin L. Luther (1966)</b> Associate Professor of Physics Ph.D., Virginia Polytechnic Institute and State University	<b>Judith A. Martin (1968)</b> Instructor in Home Economics M.S., Southern Illinois University	<b>George F. McCoy, Jr. (1962)</b> School Psychologist in the Metcalfe Elementary School, Professor of Psychology Ph.D., University of Illinois
<b>Mary A. Lynn (1966)</b> Principal of University High School Ed.D., Illinois State University	<b>Loren G. Martin (1976)</b> Adjunct Professor of Physiology Ph.D., Indiana University	<b>Derek A. McCracken (1969)</b> Associate Professor of Biological Sciences Ph.D., University of Toronto
<b>Kamhiz E. Maani (1976)</b> Instructor in Business Administration Ph.D., University of Illinois	<b>Thomas B. Martin (1962)</b> Professor of Business Education and Administrative Services Ed.D., Indiana University Leave of Absence, Second Semester, 1976-77 School Year	<b>John P. McDonald (1976)</b> Instructor in Marketing M.B.A., Wayne State University
<b>Laurene Mahry (1960)</b> Director of Women's Intercollegiate Athletics, Professor of Health, Physical Education, Recreation and Dance Ph.D., The University of Iowa	<b>Olga A. Martinez (1966)</b> Assistant Professor of Spanish M.A., University of Cordoba, Argentina One-half time Leave of Absence in the 1976-77 School Year	<b>J H McGrath (1968)</b> Professor of Educational Administration Ph.D., The University of Iowa
<b>David J. MacDonald (1971)</b> Assistant Professor of History Ph.D., University of Minnesota	<b>Franklin G. Matsler (1968)</b> Executive Director of the Board of Regents, Professor of Higher Education Ph.D., University of California at Berkeley	<b>Dorothy B. McGuffin (1976)</b> Project Assistant in Home Economics and Industrial Technology M.S., Southern Illinois University
<b>Sharon S. MacDonald (1973)</b> Instructor in History M.A., University of Minnesota	<b>Calvin O. Matthews (1974)</b> Counselor in the Student Counseling Services, Assistant Professor of Education Ph.D., Michigan State University	<b>Gerald W. McKean (1974)</b> Instructor in Accounting M.S., Illinois State University
<b>Michael Macesich (1962)</b> Assistant Professor of Chemistry (University High School) M.S., Indiana State University	<b>Eleanor F. Matthews (1968)</b> Assistant Librarian, Assistant Professor of Library Science M.S., University of Illinois	<b>Raymond L. McKinty (1965)</b> Director of Scheduling and Space Analysis M.S., University of Illinois
<b>Kenton F. Machina (1973)</b> Chairperson of the Department of Philosophy, Associate Professor of Philosophy Ph.D., University of California at Los Angeles	<b>Michael J. Matthews (1975)</b> News Editor in the Office of Public Affairs M.A., University of Missouri	<b>Dorothy M. McKorkle (1975)</b> Assistant Professor of Social Work M.S.W., The University of North Carolina
<b>Normand W. Madore (1961)</b> Professor of Elementary Education Ed.D., Wayne State University	<b>Paul F. Mattingly (1962)</b> Professor of Geography Ph.D., The Pennsylvania State University	<b>Elizabeth S. McMahan (1971)</b> Associate Professor of English Ph.D., University of Oregon
<b>Ronald A. Maier (1975)</b> Coordinator of the Paraprofessional Program in the Student Counseling Services M.A., Bradley University	<b>Richard W. Mawdsley (1969)</b> Associate Professor of Art M.F.A., The University of Kansas	<b>Christopher A. McMahon (1976)</b> Assistant Professor of Philosophy M.A., University of Pittsburgh
<b>Thomas E. Malone (1969)</b> Associate Professor of Art M.S., The University of Wisconsin	<b>Gary L. Max (1976)</b> Instructor in Mathematics M.S., Illinois State University	<b>Carol F. McNulty (1973)</b> Instructor in English M.S. in Ed., Illinois State University
	<b>Richard Maye (1976)</b> Lecturer in Corrections M.A., Sangamon State University	<b>Walter S. McVoy (1975)</b> Assistant Professor of Mathematics Ph.D., University of Illinois
	<b>Rebecca L. Mayhew (1976)</b> Head Golf Coach and Assistant Basketball Coach M.A., Central Michigan University	<b>Walter B. Mead (1967)</b> Associate Professor of Political Science Ph.D., Duke University
		<b>Dona J. Meador (1976)</b> Instructor in Geography M.S., Illinois State University
		<b>John V. Meador (1969)</b> Associate Professor of Finance Ph.D., The University of Iowa

- Edward S. Meckstroth (1974)**  
Assistant Librarian, Assistant Professor of Library Science  
M.A., The University of Chicago
- Patricia A. Meckstroth (1976)**  
Assistant Librarian, Instructor in Library Science  
M.A., The University of Chicago
- Yash P. Mehra (1974)**  
Assistant Professor of Economics  
Ph.D., University of Minnesota
- Ella S. Mentzer (1965)**  
Assistant Professor of English  
M.S. in Ed., Illinois State University
- Loren W. Mentzer (1957)**  
Professor of Botany  
Ph.D., The University of Nebraska
- Joseph E. Metcalf (1964)**  
Lecturer in Industrial Technology  
Ed.D., Illinois State University
- Robert L. Metcalf (1961)**  
Director of University High School  
Athletics, Professor of Health, Physical Education, Recreation and Dance  
P.E.D., Indiana University
- Larry E. Meyer (1974)**  
Head Wrestling Coach  
Ed.D., University of Missouri
- Ralph A. Meyering (1961)**  
Professor of Education  
Ph.D., The University of Iowa
- Christine A. Meyers (1971)**  
Assistant Professor of Health, Physical Education, Recreation and Dance  
M.F.A., The University of North Carolina
- E. Joan Miller (1962)**  
Professor of Geography  
Ph.D., The University of North Carolina
- Judith K. Miller (1973)**  
Faculty Associate in the Metcalf Elementary School  
M.S. in Ed., Illinois State University
- Kenneth E. Miller (1967)**  
Faculty Associate in University High School  
Ph.D., Illinois State University
- Larry R. Miller (1971)**  
Associate Professor of Industrial Technology  
Ph.D., The Ohio State University
- Marcia A. Miller (1971)**  
Adjunct Professor of Microbiology  
Ph.D., The Ohio State University
- Margaret B. Miller (1975)**  
Foreign Students' Advisor in International Studies  
M.Ed., University of Illinois
- Marshall Miller, Jr. (1975)**  
Head Golf Coach  
B.S., Eastern Illinois University
- Wayne R. Miller (1973)**  
Associate Professor of Health, Physical Education, Recreation and Dance  
Ph.D., University of Maryland
- Wilma H. Miller (1968)**  
Professor of Education  
Ed.D., The University of Arizona
- Alan P. Milliren (1969)**  
Associate Professor of Elementary Education  
Ed.D., University of Illinois
- Frederick V. Mills (1968)**  
Chairperson of the Department of Art, Professor of Art  
Ed.D., Indiana University
- Lois R. Mills (1965)**  
Instructor in Elementary Education  
M.S. in Ed., Illinois State University
- Ethel B. Mincey (1972)**  
Assistant Professor of Elementary Education  
Ph.D., University of Illinois
- Robert V. Mitchell (1968)**  
Professor of Marketing  
Ph.D., University of Illinois
- Orrin J. Mizer (1947)**  
Associate Professor of Biological Sciences (Metcalf Elementary School)  
Ph.D., The University of Iowa
- Edward L. Mockford (1960)**  
Professor of Entomology  
Ph.D., University of Illinois
- Coenraad L. Mohr (1970)**  
Professor of Management  
Ph.D., University of Minnesota  
Leave of Absence, Second Semester, 1976-77 School Year
- LaVergne A. Monette (1973)**  
Assistant Professor of Music  
M.M., Indiana University
- Patricia K. Monoson (1976)**  
Assistant Professor of Speech Pathology and Audiology  
Ph.D., University of Illinois
- Alan D. Monroe (1970)**  
Associate Professor of Political Science  
Ph.D., Indiana University
- Terry D. Monson (1975)**  
Assistant Professor of Economics  
Ph.D., University of Minnesota
- John F. Moomey (1973)**  
Lecturer in Educational Administration  
M.S. in Ed., Eastern Illinois University
- Willard J. Moonan (1969)**  
Assistant Librarian, Assistant Professor of Library Science  
M.A., University of Minnesota
- Barry E. Moore (1962)**  
Professor of Art  
Ed.D., University of Illinois
- Benjamin L. Moore (1973)**  
Assistant Professor of Psychology  
Ph.D., The Florida State University  
Leave of Absence in the 1976-77 School Year
- Beverley J. Moore (1967)**  
Area Coordinator in the Office of Residential Life  
M.S., Illinois State University
- Clarence L. Moore (1961)**  
Professor of Animal Science  
Ph.D., South Dakota State University
- Mary E. Moore (1976)**  
Faculty Associate in the Metcalf Elementary School  
M.S., The Florida State University
- Marianne W. Moran (1966)**  
Instructor in English  
M.S. in Ed., St. Cloud State College
- Mark R. Moran (1966)**  
Associate Professor of Social Work  
Ph.D., The Ohio State University
- Kenneth O. Moreland (1964)**  
Assistant Professor of Elementary Education  
Adv. Cert. in Ed., University of Illinois
- William W. Morgan (1969)**  
Associate Professor of English  
Ph.D., The University of Tennessee  
Leave of Absence in the 1976-77 School Year
- Lanny E. Morreau (1975)**  
Assistant Professor of Special Education  
Ph.D., University of Minnesota
- Charles E. Morris (1966)**  
Secretary of the University, Associate Professor of Mathematics  
Ph.D., University of Illinois
- Jeanne B. Morris (1967)**  
Instructor in Elementary Education  
M.Ed., University of Illinois  
Leave of Absence in the 1976-77 School Year
- Robert E. Morris (1976)**  
Faculty Associate in University High School  
B.S., Western Illinois University
- Sandra J. Morris (1976)**  
Faculty Associate in the Metcalf Elementary School  
B.S., The University of Kansas
- Carl F. Morrison (1976)**  
Assistant Professor of Theatre  
M.F.A., University of Massachusetts
- Joyce L. Morton (1966)**  
Assistant Professor of Health, Physical Education, Recreation and Dance  
M.Ed., Colorado State University
- Benjamin N. Muegg (1974)**  
Assistant Professor of Political Science  
Ph.D., Southern Illinois University
- Deborah D. Muirhead (1976)**  
Instructor in Art  
M.S., Illinois State University
- Samuel J. Mungo (1968)**  
Assistant Professor of Education  
Ph.D., New York University
- Ann C. Myers (1973)**  
Faculty Associate in the Metcalf Elementary School  
B.S. in Ed., Illinois State University
- Joel P. Myers (1970)**  
Professor of Art  
M.F.A., Alfred University (New York)  
Leave of Absence, Second Semester, 1976-77 School Year
- Mathew J. Nadakavukaren (1964)**  
Professor of Botany and Electron Microscopy  
Ph.D., Oregon State University
- Audrey B. Naffziger (1976)**  
Faculty Associate in the Metcalf Elementary School  
B.S. in Ed., Illinois State University
- Gurramkonda N. Naidu (1976)**  
Assistant Professor of Finance  
Ph.D., The University of Iowa
- Joseph M. Natale (1956)**  
Assistant Professor of Art  
M.S., Indiana State Teachers College
- Mary J. Natale (1954)**  
Assistant Professor of Elementary Education (Metcalf Elementary School)  
M.S. in Ed., Illinois State University
- Charles A. Neale (1970)**  
Assistant Professor of Geography  
M.A., University of Cincinnati
- Thomas C. Neil (1976)**  
Assistant Professor of Corrections  
Ph.D., University of Florida
- Lawrence J. Nelson (1971)**  
Instructor in Business Law  
J.D., Washburn School of Law (Topeka)
- Paul R. Nelson (1976)**  
Staff Physician in the University Health Service  
M.D., University of Minnesota
- Robert S. Nelson (1970)**  
Assistant Professor of Geology  
Ph.D., The University of Iowa
- Thomas W. Nelson (1970)**  
Assistant Professor of Education  
M.A., California State University at Fresno
- Janice G. Neuleih (1970)**  
Director of the Writing Center, Assistant Professor of English  
Ph.D., University of Illinois
- Robert D. Neuleib (1970)**  
Faculty Associate in University High School  
M.S., Illinois State University
- Melvin E. Neville (1973)**  
Assistant Professor of Microbiology  
Ph.D., Iowa State University
- Marilyn P. Newby (1965)**  
Assistant Professor of Art  
M.S. in Ed., Southern Illinois University
- Richard L. Newby (1958)**  
Assistant Professor of English  
Ph.D., University of Colorado
- Stephen J. Newman (1972)**  
Director of Intramurals in Campus Recreation  
M.A., Michigan State University

<b>Eleanor D. Newmister (1970)</b>	Instructor in Mathematics M.S., Illinois State University	<b>Gladys E. Perry (1976)</b>	Assistant Professor of Finance M.A., Northern Illinois University
Faculty Associate in the Metcalf Elementary School M.S. in Ed., Illinois State University		<b>Ralph M. Perry (1967)</b>	Associate Professor of French Ph.D., University of Illinois
<b>Christine E. Newton (1974)</b>	Assistant Professor of History Ph.D., University of Illinois	<b>Warren S. Perry (1955)</b>	Chairperson of the Department of Business Education and Administrative Services, Professor of Business Education and Administrative Services Ed.D., University of Colorado
Assistant Professor of Special Education Ed.D., University of Northern Colorado		<b>Don L. Peterson (1964)</b>	Assistant Professor of Music Ph.D., The University of Wisconsin
<b>Martin K. Nickels (1974)</b>	Assistant Professor of Anthropology Ph.D., The University of Kansas	<b>Eleanor A. Peterson (1976)</b>	Assistant Professor of Elementary Education Ed.D., Wayne State University
Assistant Professor of Elementary Education Ph.D., Illinois State University		<b>George A. Petrossian (1963)</b>	Assistant Professor of French Ph.D., The University of Michigan
<b>Marilee S. Niehoff (1977)</b>	M.L.S., University of Pittsburgh	<b>Wolfgang Pfabel, Jr. (1961)</b>	Assistant Professor of German M.A., Case Western Reserve University
Assistant Professor of Elementary Education M.S., University of Illinois		<b>Randy L. Phillips (1977)</b>	Instructor in Mathematics M.S., Illinois State University
<b>Edwin E. Niemi (1958)</b>	Professor of Art M.S., The University of Wisconsin	<b>Ruby J. Phillips (1973)</b>	Faculty Associate in the Metcalf Elementary School M.Ed., University of Illinois
Assistant Professor of English Ph.D., University of Illinois		<b>Judy M. Pierce (1974)</b>	Faculty Associate in the Metcalf Elementary School M.S., Illinois State University
<b>Cheryl M. Nielsen (1976)</b>	Instructor in Finance M.S., University of Illinois	<b>Walter D. Pierce (1969)</b>	Associate Professor of Education Ed.D., University of Southern California
Assistant Professor of Health Education Ph.D., The Ohio State University		<b>L. Louesse M. Pilch (1962)</b>	Assistant Professor of English (University High School) M.A., University of Illinois
<b>Carol D. Norling (1976)</b>	Assistant Professor of Economics Ph.D., University of Minnesota	<b>Gordon D. Pirrong (1976)</b>	Associate Professor of Accounting D.B.A., Arizona State University
Assistant Professor of Quantitative Analysis M.S., Southern Methodist University		<b>Grace K. Pittman (1970)</b>	Advisor in Academic Advisement A.M., University of Illinois
<b>Frederick R. Noyes (1968)</b>	Assistant Professor of Special Education M.S. in Ed., New York State University at Buffalo	<b>Mark A. Plummer (1960)</b>	Professor of History Ph.D., The University of Kansas
Leave of Absence in the 1976-77 School Year		<b>Olgerd Pocs (1960)</b>	Leave of Absence, Second Semester, 1976-77 School Year
<b>Phares G. O'Daffer (1968)</b>	Professor of Mathematics Ph.D., University of Illinois	<b>Vernon C. Pohlmann (1955)</b>	Assistant Professor of Sociology M.A., University of Illinois
Assistant Professor of Information Sciences M.S., Illinois State University		<b>Richard J. Payne (1975)</b>	Professor of Sociology Ph.D., Washington University
<b>Carroll J. Oien (1966)</b>	Instructor in Accounting M.S., Illinois State University	<b>Jerry J. Polacek (1970)</b>	Assistant Professor of Health, Physical Education, Recreation and Dance M.S., Illinois State University
Adjunct Instructor in Special Education M.A., Illinois State University		<b>Donald D. Pavey (1975)</b>	Manager of Radio Station WGLT, Assistant Professor of Information Sciences M.A., The University of Tennessee
<b>Barbara P. Olson (1972)</b>	Area Coordinator in the Office of Residential Life M.S., Illinois State University	<b>Sherman E. Peck (1975)</b>	Professor of Geography Ph.D., University of Illinois
Assistant Professor of Sociology M.S., Illinois State University		<b>Richard J. Payne (1975)</b>	Professor of Management Ph.D., The University of Texas
<b>Aldene L. Olson (1976)</b>	Instructor in Home Economics M.S., Illinois State University	<b>Charles W. Pendleton (1966)</b>	Professor in Health, Physical Education, Recreation and Dance M.S., Indiana State University
Adjunct Instructor in Special Education M.A., Illinois State University		<b>Rita L. Pell (1976)</b>	Associate Professor of Political Science Ph.D., Howard University (Washington, D.C.)
<b>Dennis W. Orr (1974)</b>	House Manager in the Office of Residential Life M.S. in Ed., Illinois State University	<b>Elizabeth T. Pope (1973)</b>	Advisor in Academic Advisement M.A., Bradley University
Assistant Professor of Information Sciences M.S.L.S., Catholic University of America (Washington, D.C.)		<b>Michael Pollock (1971)</b>	Associate Professor of Industrial Technology Ed.D., University of Illinois
<b>Albert D. Otto (1969)</b>	Acting Chairperson of the Department of Mathematics, Professor of Mathematics Ph.D., The University of Iowa	<b>Virginia S. Owen (1964)</b>	Associate Professor of Library Science M.S. in L.S., Drexel University
Assistant Professor of Economics Ph.D., University of Illinois		<b>Ronald R. Pope (1976)</b>	Associate Professor of Political Science Ph.D., University of Pennsylvania
<b>Harry S. Otterson (1974)</b>			
Assistant Professor of Mathematics M.S., University of Illinois			
<b>Anthony L. Ostrosky (1973)</b>			
Assistant Professor of Economics Ph.D., University of Pittsburgh			
<b>Richard J. Payne (1975)</b>			
Assistant Professor of Political Science Ph.D., Howard University (Washington, D.C.)			
<b>Donald D. Pavey (1975)</b>			
Manager of Radio Station WGLT, Assistant Professor of Information Sciences M.A., The University of Tennessee			
<b>Sherman E. Peck (1975)</b>			
Lecturer in Art B.S., Illinois State University			
<b>Charles W. Pendleton (1966)</b>			
Associate Professor of Industrial Technology Ed.D., University of Illinois			
<b>Rita L. Pell (1976)</b>			
Advisor in Academic Advisement M.A., Bradley University			
<b>Barbara J. Perry (1972)</b>			
Faculty Associate in University High School B.S., The University of Wisconsin-Stout			

- Richard M. Portee (1969)**  
Assistant Football Coach  
M.S., Illinois State University
- Charles B. Porter (1961)**  
Associate Director of Institutional Research and Computer Operations, Professor of Industrial Technology  
Ed.D., University of Illinois
- Roger E. Potter (1971)**  
Associate Professor of Finance  
Ph.D., St. Louis University
- Joy K. Potthoff (1973)**  
Assistant Professor of Art  
M.F.A., School of the Art Institute of Chicago
- David G. Poultney (1968)**  
Associate Professor of Music  
Ph.D., The University of Michigan
- Michael J. Powers (1976)**  
Director of the Applied Computer Science Program, Associate Professor of Mathematics  
Ph.D., Indiana University
- Mildred S. Pratt (1969)**  
Associate Professor of Social Work  
Ph.D., University of Pittsburgh
- Robert L. Preston (1974)**  
Assistant Professor of Physiology  
Ph.D., University of California
- Samuel T. Price (1968)**  
Professor of Special Education  
Ed.D., University of Pittsburgh
- Sharon P. Priester (1976)**  
Instructor in Mathematics  
M.A., Western Michigan University
- Calvin L. Pritner (1966)**  
Chairperson of the Department of Theatre, Professor of Theatre  
Ph.D., University of Illinois  
Leave of Absence, Second Semester, 1976-77 School Year
- Daniel R. Prosser (1971)**  
Director of the Reading Study Center  
M.S. in Ed., Illinois State University
- James W. Pruyne (1976)**  
Assistant Editor of *Planning and Changing*, Kellogg Evaluator, Instructor in Educational Administration  
M.Div., McCormick Theological Seminary
- Walter L. Punke (1977)**  
Lecturer in Information Sciences  
B.S., Illinois Wesleyan University
- W. Laurance Quane (1967)**  
Professor of Industrial Technology  
Ph.D., Michigan State University
- Donald R. Quinter (1975)**  
Faculty Assistant in Industrial Technology  
B.S. in Ed., Illinois State University
- Dorothy J. Quisenberry (1970)**  
Associate Professor of Health, Physical Education, Recreation and Dance  
Ph.D., The Ohio State University
- Willard W. Radell (1976)**  
Assistant Professor of Finance  
M.S., University of Illinois
- Betty L. Rademacher (1972)**  
Advisor in Academic Advisement, Counselor in the Student Counseling Services  
M.S. in Ed., Southern Illinois University
- David D. Rademacher (1969)**  
Faculty Associate in Elementary Education  
M.Ed., University of Illinois
- David D. Ramsey (1973)**  
Associate Professor of Economics  
Ph.D., University of Minnesota
- Gary C. Ramseyer (1965)**  
Professor of Psychology  
Ph.D., The University of Iowa
- Taimi M. Ranta (1959)**  
Professor of English  
Ph.D., University of Minnesota
- Lynn S. Rapin (1973)**  
Counselor in the Student Counseling Services, Assistant Professor of Education  
Ph.D., University of Illinois
- John K. Rauschenberger (1975)**  
Assistant Foothall Coach  
M.S., Illinois State University
- Phyllis S. Rauschenberger (1975)**  
Faculty Associate in the Metcalf Elementary School  
B.S. in Ed., Illinois State University
- Jo Ann Rayfield (1966)**  
Associate Professor of History  
Ph.D., Vanderbilt University
- Jack E. Razor (1975)**  
Dean of the College of Applied Science and Technology, Professor of Health, Physical Education, Recreation and Dance  
P.E.D., Indiana University
- Robert M. Reardon (1967)**  
Adjunct Professor of Ophthalmology  
M.D., The State University of New York Downstate Medical Center at Brooklyn
- Marilynn R. Reasor (1975)**  
Assistant Professor of Allied Health Professions  
M.Ed., University of Illinois
- Gordon M. Redding (1972)**  
Assistant Professor of Psychology  
Ph.D., The University of Wisconsin
- Glen D. Reeder (1977)**  
Assistant Professor of Psychology  
B.A., University of California at Santa Barbara
- Rebecca T. Reeder (1972)**  
Assistant Librarian, Instructor in Library Science  
M.S., University of Illinois
- Ruth M. Reeder (1974)**  
Faculty Associate in the Metcalf Elementary School  
B.S. in Ed., Illinois State University
- John T. Rehm (1969)**  
Assistant Professor of Music  
M.M., Indiana University  
Part-time Leave of Absence in the 1976-77 School Year
- Earl A. Reitan (1954)**  
Professor of History  
Ph.D., University of Illinois
- Richard C. Reiter (1964)**  
Professor of Chemistry  
Ph.D., Purdue University
- Max R. Rennels (1968)**  
Professor of Art  
Ed.D., Indiana University  
Leave of Absence, First Semester, 1976-77 School Year
- Stanley W. Renner (1968)**  
Associate Professor of English  
Ph.D., The University of Iowa
- Joyce A. Rescho (1974)**  
Instructor in Accounting  
M.S., Illinois State University; C.P.A.
- Kenneth A. Retzer (1959)**  
Professor of Mathematics  
Ph.D., University of Illinois
- Evelyn J. Rex (1958)**  
Professor of Special Education  
Ph.D., George Peabody College for Teachers
- W. Max Rexroad (1969)**  
Assistant Professor of Accounting  
M.A.S., University of Illinois; C.P.A.
- Jonathan E. Reyman (1972)**  
Assistant Professor of Anthropology  
Ph.D., Southern Illinois University
- Brad H. Reynolds (1976)**  
Coordinator in the Office of Clinical Experiences in Teacher Education  
B.S., Illinois State University
- Dent M. Rhodes (1965)**  
Professor of Education  
Ph.D., The Ohio State University
- E. Ione Rhymier (1954)**  
Professor of Bacteriology  
Ph.D., University of Illinois
- John H. Rich (1964)**  
Professor of Business Education and Administrative Services  
Ed.D., Indiana University
- Doris M. Richards (1951)**  
Associate Professor of Speech Pathology and Audiology  
Ph.D., Case Western Reserve University
- Arlan G. Richardson (1971)**  
Associate Professor of Chemistry and Biological Sciences  
Ph.D., Oklahoma State University
- Carmen H. Richardson (1971)**  
Chairperson of the Department of English, Associate Professor of English  
Ed.D., Oklahoma State University
- Mary A. Richmond (1962)**  
Assistant Librarian, Assistant Professor of Library Science (Metcalf Elementary School)  
M.S. in L.S., University of Illinois
- Robert A. Riker (1976)**  
Instructor in Insurance  
M.S., Illinois State University
- Pamela S. Ritch (1973)**  
Assistant Professor of Theatre  
M.A., The University of Washington
- Robert K. Ritt (1971)**  
Professor of Mathematics  
Ph.D., Columbia University
- Stanley G. Rives (1958)**  
Associate Provost, Dean of Undergraduate Instruction, Professor of Information Sciences  
Ph.D., Northwestern University
- Frederick J. Roberts (1968)**  
Assistant Professor of Political Science  
Ph.D., Princeton University
- Hibert R. Roberts (1968)**  
Chairperson of the Department of Political Science, Professor of Political Science  
Ph.D., The University of Washington
- B. Kathleen Rohinson (1975)**  
Instructor in Speech Pathology and Audiology  
M.S., Illinois State University
- Don R. Rohinson (1972)**  
Associate Professor of Business Administration  
D.B.A., Louisiana State University
- James L. Roderick (1956)**  
Professor of Music  
Ed.D., University of Illinois
- Jose A. Rodriguez (1961)**  
Professor of Spanish  
Ph.D., Universidad de la Habana, La Habana, Cuba
- James E. Rogers (1974)**  
Director of Outdoor Programs in Campus Recreation  
M.S. in Ed., Southern Illinois University
- Robert R. Romeo (1973)**  
Instructor in Theatre  
M.S., Illinois State University
- Stephen E. Rosenbaum (1971)**  
Assistant Professor of Philosophy  
Ph.D., University of Illinois
- Paul E. Rosene (1967)**  
Assistant Professor of Music  
Ed.D., University of Illinois
- Robert L. Roussey (1967)**  
Assistant Professor of French  
A.M., University of Illinois
- Marcia L. Rowell (1976)**  
Faculty Associate in the Metcalf Elementary School and University High School  
B.M.Ed., Illinois State University
- Eugene R. Rozanski (1976)**  
Associate Professor of Accounting  
Ph.D., Louisiana State University
- Mary A. Rozum (1950)**  
Assistant Professor of Elementary Education (Metcalf Elementary School)  
M.S. in Ed., University of Illinois

- Donald D. Ruby (1966)**  
Instructor in Industrial Technology  
M.S., Illinois State University
- Robert E. Rumery (1964)**  
Associate Professor of Psychology  
Ph.D., University of Illinois
- James D. Rundall (1976)**  
Instructor in Accounting  
M.S., Illinois State University
- Garth E. Runion (1972)**  
Faculty Associate in University High School  
Ph.D., University of Illinois
- Robert W. Rush, Jr. (1976)**  
Faculty Assistant in Accounting  
B.S. in Ed., Illinois State University
- Michael A. Russell (1976)**  
Faculty Associate in the Metcalf Elementary School  
B.S. in Ed., Illinois State University
- L. Eloise Russell (1964)**  
Faculty Assistant in Health, Physical Education, Recreation and Dance  
B.S., University of Alabama
- Heinz B. Russelmann (1976)**  
Assistant Professor of Environmental Health  
M.P.H., The University of Michigan
- Thomas L. Ruud (1962)**  
Administrative Assistant to the Dean of the College of Fine Arts  
M.S., The University of Wisconsin
- Bernard L. Ryden (1956)**  
Professor of Chemistry  
Ph.D., University of Illinois
- Howard H. Rye (1957)**  
Professor of Music  
Ed.D., Columbia University
- Crete D. Sabine (1975)**  
Associate Professor of Educational Administration  
Ed.D., Arizona State University
- Joe A. Sagebiel (1970)**  
Professor of Animal Science  
Ph.D., University of Missouri
- Salama A. Salama (1976)**  
Lecturer in Finance and Insurance  
Ph.D., The University of Wisconsin
- Jacqueline J. Salome (1971)**  
Coordinator in the Office of Clinical Experiences in Teacher Education  
M.S. in Ed., Illinois State University
- Richard A. Salome (1970)**  
Professor of Art  
Ed.D., Stanford University
- Herbert C. Sanders (1949)**  
Associate Professor of Music  
M.M., Northwestern University
- Dorothy D. Sanda (1970)**  
Assistant Professor of Accounting  
M.S., Illinois State University; C.P.A.
- Theodore Sands (1950)**  
Director of International Studies,  
Professor of History  
Ph.D., The University of Wisconsin
- William A. Savage (1970)**  
Advisor in Academic Advisement  
M.S. in Ed., Illinois State University
- Willie H. Scarborough (1975)**  
Instructor in Special Education  
M.S., The University of Chicago
- Edward L. Schapsmeier (1966)**  
Professor of History  
Ph.D., University of Southern California
- Jean Scharfenberg (1966)**  
Professor of Theatre  
Ph.D., The University of Wisconsin
- Pamela K. Schauer (1975)**  
Faculty Associate in University High School  
M.S.Ed., The University of Kansas
- Michael D. Schermer (1974)**  
Assistant to the Vice President and  
Dean of Student Affairs  
B.S., Illinois State University
- Warren H. P. Schmakel (1974)**  
Director of Intercollegiate Athletics  
for Men  
M.A., Columbia University
- Leonard W. Schmaltz (1974)**  
Associate Professor of Psychology  
Ph.D., The University of Michigan
- Janice S. Schmelz (1975)**  
Instructor in Speech Pathology and  
Audiology  
M.S., Illinois State University
- William T. Schmidt (1971)**  
Coordinator of Media Services, Assistant  
Professor of Information Sciences  
Ph.D., The Ohio State University
- Donald P. Schmidt (1971)**  
Associate Professor of Psychology  
Ph.D., The University of Washington
- Eise A. Schmidt (1958)**  
Professor of Geography  
Ph.D., University of Munich, Germany  
Leave of Absence in the 1976-77 School Year
- Suzanne R. Schmidt (1974)**  
Assistant Professor of Theatre  
M.F.A., The University of Texas at Austin
- James A. Schmiechen (1975)**  
Assistant Professor of History  
Ph.D., University of Illinois
- Raymond L. Schmitt (1968)**  
Professor of Sociology  
Ph.D., The University of Iowa
- Theodore J. Schmitz (1972)**  
Assistant Football Coach  
M.S. in Ed., Eastern Illinois University
- Virginia Schnepf (1967)**  
Professor of Elementary Education  
Ed.D., University of Illinois
- Kathleen A. Schniedwind (1976)**  
Athletic Trainer  
M.S., Indiana University
- Annette V. Schoenberger (1976)**  
Instructor in Mathematics  
M.S., Illinois State University
- Richard J. Schoenberger (1973)**  
Assistant Professor of Physics  
Ph.D., Iowa State University
- Max Schoenfeld (1971)**  
Associate Professor of Music  
B.M., Manhattan School of Music
- Juergen M. Schroer (1969)**  
Professor of Physics  
Ph.D., Cornell University
- Meredith S. Schroer (1976)**  
Instructor in English  
M.A., Cornell University
- Joan G. Schuetz (1973)**  
Lecturer in Music  
University of Illinois; Hochschule fuer  
Musik, Munich, Germany; Illinois  
State University
- Peter F. Schuetz (1963)**  
Assistant Professor of Music  
M.M., University of Illinois
- Richard V. Schuler (1970)**  
Assistant Director of the Laboratory  
School Unit  
M.S. in Ed., Illinois State University
- Lueila E. Schultz (1958)**  
Assistant Professor of Elementary  
Education  
A.M., University of Northern Colorado
- Gweneth B. Schwab (1976)**  
Instructor in English  
M.A., University of Missouri
- Fritz E. Schwalm (1970)**  
Associate Professor of Biological Sciences  
Ph.D., Philipps Universitaet Marburg  
(Germany)
- Vanette M. Schwartz (1976)**  
Assistant Librarian, Instructor in  
Library Science  
A.M.L.S., The University of Michigan
- Christ F. Schwelle (1968)**  
Executive Secretary of the Student Code  
Enforcement and Review Board  
M.S. in Ed., Eastern Illinois University
- Jimmy D. Scott (1957)**  
Professor of Health, Physical Education,  
Recreation and Dance (University High  
School)  
Ed.D., University of Missouri
- Peggy E. Scott (1974)**  
Faculty Associate in University High School  
B.A., Illinois State University
- Shebe M. Scott (1966)**  
Professor of Health, Physical Education,  
Recreation and Dance  
Ph.D., The University of Iowa  
Leave of Absence, Second Semester,  
1976-77 School Year
- James R. Scrimgeour (1971)**  
Assistant Professor of English  
Ph.D., University of Massachusetts
- James A. Seaman (1973)**  
Advisor in Academic Advisement  
M. Div., The Hartford Seminary  
Foundation
- Thomas K. Searight (1959)**  
Professor of Geology  
Ph.D., University of Illinois
- Thomas G. Secoy (1968)**  
Professor of Accounting  
Ph.D., University of Illinois; C.P.A.  
Leave of Absence, Second Semester,  
1976-77 School Year
- Margarette A. Seibel (1972)**  
Assistant Librarian, Assistant Professor  
of Library Science  
M.A.L.S., Rosary College
- Peter J. Seiler (1975)**  
Instructor in Special Education  
M.A., DePaul University
- Isaac M. Seligman (1975)**  
Assistant Professor of Invertebrate  
Physiology  
Ph.D., University of Illinois
- William D. Semlak (1974)**  
Assistant Professor of Information  
Sciences  
Ph.D., University of Minnesota
- Kyle C. Sessions (1967)**  
Director of the Honors Program,  
Associate Professor of History  
Ph.D., The Ohio State University
- Margaret J. Sessions (1976)**  
Instructor in Theatre  
M.A., Illinois State University
- Charles H. Shankle (1974)**  
Instructor in Business Administration  
M.S., East Texas State University
- John R. Sharpham (1972)**  
Director of the Teaching-Learning  
Center, Associate Professor of Theatre  
Ph.D., University of Colorado
- Katherine V. Shaw (1968)**  
Assistant Librarian, Assistant Professor  
of Library Science (University High  
School)  
Ed.S., Western Michigan University
- James L. Sheets (1976)**  
Visiting Lecturer in Art  
M.F.A., University of California
- Karen G. Shelly (1969)**  
Staff Writer in News Service in the  
Office of Public Affairs  
M.S., Illinois State University
- Michael B. Shelly (1965)**  
Assistant Professor of Information  
Sciences  
Ph.D., Southern Illinois University
- Charles E. Sherman (1969)**  
Associate Professor of Education  
Ed.D., Northern Illinois University
- Kathleen A. Sherman (1969)**  
Assistant Librarian, Instructor in  
Library Science  
B.L.S., Pratt Institute
- Suzanne K. Sherman (1971)**  
Instructor in Information Sciences  
M.S., Illinois State University
- Thomas W. Shilgalis (1967)**  
Assistant Professor of Mathematics  
Ph.D., University of Illinois

- Keun S. Shin (1976)**  
Assistant Professor of Health  
Ph.D., University of Illinois
- Tai Saeng Shin (1968)**  
Associate Professor of Finance  
Ph.D., University of Illinois
- Edmund N. Shlens (1974)**  
Assistant Professor of Finance  
Ph.D., University of Illinois
- Murray M. Short (1964)**  
Assistant Professor of Education  
(Metcalf Elementary School)  
M.A., George Peabody College for Teachers
- Holly L. Shoup (1976)**  
Faculty Associate in the Metcalf  
Elementary School  
B.S. in Ed., Illinois State University
- David L. Shrader (1974)**  
Chairperson of the Department of Music,  
Professor of Music  
D.M.A., University of Oregon
- Sol Shulman (1969)**  
Professor of Chemistry  
Ph.D., North Dakota State University
- Stanley B. Shuman (1960)**  
Assistant Vice President for Physical  
Planning and Operations, Professor  
of Geography  
Ph.D., University of Illinois
- Herbert C. Sieg (1966)**  
Assistant Professor of Accounting  
M.A.S., University of Illinois; C.P.A.
- Leonard E. Sigler (1974)**  
Assistant Professor of Agricultural  
Mechanics  
Ed.D., University of Illinois
- L. Moody Simms, Jr. (1967)**  
Professor of History  
Ph.D., University of Virginia
- Herman J. Simon (1973)**  
Admissions Counselor in the Office of  
Admissions and Records  
M.S. in Ed., Illinois State University
- Lois A. Skillrud (1975)**  
Faculty Associate in University High  
School  
B.A., Gustavus Adolphus College
- Steven J. Skinner (1976)**  
Instructor in Marketing  
M.S., Illinois State University
- Arnold A. Slan (1967)**  
Professor of Elementary Education  
Ed.D., Indiana University
- Joan E. Slayton (1975)**  
Faculty Assistant in Accounting  
B.S., Illinois State University
- Aristides P. Smith (1975)**  
Hall Manager in the Office of Residential  
Life  
B.S., Illinois State University
- Becky J. Smith (1976)**  
Assistant Professor of Health, Physical  
Education, Recreation and Dance  
Ph.D., University of Illinois
- Gwen K. Smith (1946)**  
Professor of Health, Physical Education,  
Recreation and Dance  
Ph.D., The University of Iowa
- Kathryn W. Smith (1974)**  
Associate Professor of Home Economics  
Ed.D., University of Illinois
- Nelson Smith (1946)**  
Director of Photographic Services,  
Assistant Professor of Education  
M.S. in Ed., Illinois State University
- Paula J. Smith (1975)**  
Instructor in Special Education  
M.S. in Ed., Illinois State University
- Ralph L. Smith (1959)**  
Professor of Information Sciences  
Ph.D., The University of Wisconsin
- Randall W. Smith (1975)**  
Instructor in Speech Pathology and  
Audiology  
M.S., University of Southern Mississippi
- Richard L. Smith (1976)**  
Faculty Assistant in Health, Physical  
Education, Recreation and Dance  
M.S., University of Illinois
- Robert R. Smith (1966)**  
Assistant Professor of Marketing  
M.S., Illinois State University
- A. Gene Smithson (1971)**  
Head Basketball Coach  
M.S., Indiana State University
- Judith J. Smithson (1967)**  
Lecturer in Special Education  
M.S. in Ed., Southern Illinois University
- Walter J. Smooski (1975)**  
Instructor in Speech Pathology and  
Audiology  
M.S., Southern Illinois University
- Alan R. Sodetz (1972)**  
Assistant Professor of Psychology  
Ph.D., University of Missouri
- Robert Sokan (1969)**  
Assistant Librarian, Assistant Professor  
of Library Science  
M.S., University of Illinois
- Stephen F. Sontum (1976)**  
Assistant Professor of Chemistry  
B.A., California Lutheran College
- Linda M. Sorrells (1965)**  
Assistant Professor of Health, Physical  
Education, Recreation and Dance  
M.S., University of Illinois
- John C. Spears (1974)**  
Instructor in Management  
M.B.A., Western Michigan University
- Robert D. Speiser (1974)**  
Assistant Professor of Mathematics  
Ph.D., Cornell University
- Lawrence E. Spence (1970)**  
Assistant Professor of Mathematics  
Ph.D., Michigan State University
- Charles T. Spencer (1972)**  
Director of the Center for Allied Health  
Professions, Associate Professor of  
Medical Technology  
M.S., Wayne State University
- David E. Spencer (1975)**  
Assistant Professor of Economics  
Ph.D., Texas A & M University
- Charles T. Sproat (1974)**  
Hall Manager in the Office of Residential  
Life  
B.A., Illinois State University
- Jo Ann O. Spurgeon (1973)**  
Faculty Associate in the Metcalf  
Elementary School  
B.S. in Ed., Illinois State University
- Paul D. Stamm (1976)**  
Instructor in Information Sciences  
M.A., Ball State University
- Sharon E. Stanford (1975)**  
Faculty Assistant in Accounting  
B.S., Illinois State University; C.P.A.
- James D. Stark (1975)**  
Instructor in Management  
M.S. in Ed., Southern Illinois University
- Diana K. Starzinger (1974)**  
Assistant Professor of Special Education  
M.A., Southeast Missouri State  
University
- Keith E. Stearns (1973)**  
Professor of Special Education  
Ed.D., Indiana University
- J. Russell Steele (1947)**  
Assistant Director of Alumni Services,  
Assistant Professor of Health, Physical  
Education, Recreation and Dance  
M.S. in Ed., Illinois State University
- E. Robert Stefl (1966)**  
Associate Professor of Art  
M.S., Southern Illinois University
- Linda D. Stefl (1972)**  
Instructor in Elementary Education  
M.S. in Ed., Illinois State University
- C. Louis Steinburg (1959)**  
Associate Professor of Art  
M.S. in Ed., Southern Illinois University
- Gary R. Steiner (1974)**  
Lecturer in Art  
B.F.A., The University of Kansas
- F. Ann Stemm (1976)**  
Assistant Professor of Home Economics  
M.S., University of Minnesota
- Daniel R. Stephens (1974)**  
Assistant Professor of Music  
M.M., Michigan State University
- Myrna L. Stephens (1968)**  
Assistant Professor of Health, Physical  
Education, Recreation and Dance  
M.S. in P.E., The University of North  
Carolina
- S. Joann Stephens (1964)**  
Assistant Professor of Special Education  
M.S. in Spec. Educ., The University  
of Tennessee
- Herold S. Stern (1971)**  
Associate Professor of Education  
Ph.D., New York University
- JoAnn Stewart (1974)**  
Director of Institutional Studies,  
B.A., Bowling Green State University
- Randolph A. Stewart (1972)**  
Assistant Librarian, Instructor in  
Library Science  
M.S. in L.S., University of Southern  
California
- Richard A. Stivers (1970)**  
Assistant Professor of Sociology  
Ph.D., Southern Illinois University
- Alma Stoddard (1961)**  
Assistant Professor of Health, Physical  
Education, Recreation and Dance  
M.P.E., The University of Nebraska
- Charles F. Stokes, Jr. (1974)**  
Assistant Professor of Music  
M.M., Indiana University
- Kenneth H. Strand (1970)**  
Research Consultant in the Office of  
Institutional Research and Computer  
Operations, Assistant Professor of  
Health, Physical Education,  
Recreation and Dance  
Ph.D., The University of Iowa
- C. Edward Streeter (1967)**  
Acting Dean of the College of Arts and  
Sciences, Professor of Information  
Sciences  
Ph.D., Michigan State University
- Earl G. Stringer (1973)**  
Assistant Professor of Theatre  
M.F.A., Michigan State University
- Hugh W. Stumbo (1976)**  
Lecturer in Art  
Ph.D., The Ohio State University
- Phyllis E. Stumbo (1976)**  
Assistant Professor of Home Economics  
M.S., The Ohio State University; R.D.
- Stephen R. Stumpf (1975)**  
Instructor in Industrial Technology  
M.S. in Ed., Illinois State University
- Michael D. Suhlett (1970)**  
Assistant Professor of Geography  
Ph.D., The University of Chicago
- Gary R. Sudano (1970)**  
Associate Professor of Music  
Ed.D., University of Illinois  
Leave of Absence, First Semester,  
1976-77 School Year
- Frank Suggs, Jr. (1969)**  
Assistant Professor of Music  
M.Ed., The University of Arizona
- Jurgen P. Suhr (1970)**  
Assistant Professor of Art  
M.A., Illinois State University
- William H. Sullivan (1972)**  
Lecturer in Educational Administration  
M.S. in Ed., Western Illinois University
- Michael R. Summers (1970)**  
Assistant Professor of Quantitative  
Methods  
M.B.A., University of Illinois
- Michael W. Surma (1976)**  
Faculty Associate in University High School  
B.S. in Ed., Illinois State University

<b>Robert D. Sutherland</b> (1964) Professor of English Ph.D., The University of Iowa	<b>Harry A. Thiel</b> (1976) General Manager of the Vidette, Lecturer in Information Sciences B.S., Southern Illinois University	<b>John J. Traficante</b> (1976) Assistant Professor of Theatre M.F.A., University of Miami
<b>Arthur W. Sweet</b> (1969) Assistant Professor of Art M.S., The Florida State University	<b>Clayton F. Thomas</b> (1964) Chairperson of the Department of Educational Administration, Professor of Educational Administration Ph.D., The University of Iowa	<b>Lyle Trichwasser</b> (1976) Instructor in Business Finance M.S., Illinois State University
<b>Kenneth F. Sweet</b> (1975) Assistant Professor of Information Sciences Ph.D., Indiana University	<b>Isaac Thomas</b> (1976) Instructor in Music M.F.A., Princeton University	<b>Margaret A. Tripp</b> (1975) Hall Manager in the Office of Residential Life M.S. in Ed., Illinois State University
<b>Jeffrey A. Szmulewicz</b> (1975) Instructor in Information Sciences M.A., Michigan State University	<b>Shailer Thomas</b> (1969) Assistant Provost and Director of Summer Sessions, Professor of Sociology Ph.D., Michigan State University	<b>Linda G. Troman</b> (1973) Instructor in Business Education and Administrative Services M.S. in Ed., Illinois State University
<b>Joe E. Talkington</b> (1962) Chairperson of the Department of Home Economics and Industrial Technology, Professor of Industrial Technology Ed.D., University of Northern Colorado	<b>Nancy B. Thomley</b> (1967) Assistant Professor of Speech Pathology and Audiology (Metcalfe Elementary School) M.S., Illinois State University	<b>John E. Trotter</b> (1956) Chairperson of the Department of Geography-Geology, Professor of Geography Ph.D., The University of Chicago
<b>J. Curtis Tannahill</b> (1963) Director of Speech and Hearing Clinic, Associate Professor of Speech Pathology and Audiology Ph.D., The University of Kansas	<b>Luanne Thompson</b> (1969) Faculty Associate in University High School M.Ed., University of Arkansas	<b>Rosemary B. Trudeau</b> (1976) Instructor in Business Administration M.S., Illinois State University
<b>John J. Taraska</b> (1975) Adjunct Professor of Allied Health Professions M.D., Jefferson Medical College	<b>Susan F. Thompson</b> (1975) Head Swimming Coach and Assistant Volleyball Coach M.A., The University of Iowa	<b>Wayne O. Truex</b> (1957) Professor of Health, Physical Education, Recreation and Dance Ed.D., University of Utah
<b>Rodger L. Tarr</b> (1969) Associate Professor of English Ph.D., University of South Carolina Leave of Absence, Second Semester, 1976-77 School Year	<b>Carol A. Thornton</b> (1974) Assistant Professor of Mathematics Ph.D., Indiana University	<b>Joseph C. Tsang</b> (1968) Associate Professor of Chemistry and Biological Sciences Ph.D., The University of Oklahoma
<b>Patrick Tarrani</b> (1963) Professor of French Ed.D., Columbia University	<b>Lee R. Thornton</b> (1976) Assistant Professor of Information Sciences Ph.D., Michigan State University	<b>Michael T. Turner</b> (1975) Adjunct Associate Professor of Plant and Soil Science Ph.D., Iowa State University
<b>Vivian R. Tasker</b> (1960) Assistant Professor of Special Education M.A., Northwestern University	<b>Ray I. Throckmorton</b> (1972) Associate Director of the University Union and Auditorium B.S., Northern Illinois University	<b>Ralph T. Turner</b> (1976) Assistant Professor of Political Science J.D., University of Illinois
<b>Fred A. Taylor</b> (1974) Assistant Professor of Elementary Education Ph.D., Purdue University	<b>Linda R. Timm</b> (1972) Area Coordinator in the Office of Residential Life B.S., Illinois State University	<b>Robert T. Tussing</b> (1968) Professor of Accounting Ph.D., The University of Texas; C.P.A. Leave of Absence in the 1976-77 School Year
<b>George D. Taylor</b> (1969) Affirmative Action Officer for Minorities Ed.D., Illinois State University	<b>Wendell B. Tinsley</b> (1970) Associate Professor of Art M.F.A., The University of Iowa Leave of Absence in the 1976-77 School Year	<b>George E. Tuttle</b> (1976) Associate Professor of Information Sciences Ph.D., University of Illinois
<b>Kevin G. Taylor</b> (1976) Program Advisor in the University Union and Auditorium M.Ed., Slippery Rock State College	<b>Leon W. Toeple</b> (1972) Instructor in Accounting M.S., Illinois State University; C.P.A.	<b>Joann K. Tuttle</b> (1976) Instructor in Elementary Education M.S. in Ed., Illinois State University
<b>Tse-Hao Tcheng</b> (1969) Coordinator of Analytical Studies in the Office of Institutional Research and Computer Operations, Associate Professor of Information Sciences Ph.D., The University of Iowa	<b>William L. Tolone</b> (1970) Associate Professor of Sociology Ph.D., The University of Tennessee	<b>C. Arthur Tyler</b> (1974) Associate Director of Financial Aid M.S. in Ed., Indiana University
<b>Tse-Kia Tcheng</b> (1968) Director of Academic and Research Consultation in the Office of Institutional Research and Computer Operations, Associate Professor of Health, Physical Education, Recreation and Dance Ph.D., The University of Iowa	<b>Jim N. Tone</b> (1963) Professor of Physiology and Anatomy Ph.D., Iowa State University Leave of Absence, First Semester, 1976-77 School Year	<b>Donald F. Udey</b> (1972) Faculty Associate in University High School and Metcalfe Elementary School M.A., The University of Iowa
<b>David R. Tell</b> (1974) Assistant Professor of Art M.F.A., Alfred University	<b>Myrna M. Toney</b> (1971) Associate Professor of Elementary Education Ph.D., The University of Wisconsin	<b>Sadie B. Udstuen</b> (1950) Assistant Professor of Elementary Education (Metcalfe Elementary School) M.A., Northwestern University
<b>Donald F. Templeton</b> (1950) Assistant to the Dean of Undergraduate Instruction, Assistant Professor of English M.A., The University of Iowa	<b>Thomas R. Toperzer</b> (1972) Director of University Galleries, Assistant Professor of Art M.F.A., The University of Nebraska	<b>Ronald L. Ulmer</b> (1975) Instructor in Economics M.S., Illinois State University
<b>Isabelle Terrill</b> (1949) Director of Residential Life, Associate Professor of Music Ed.D., Columbia University	<b>George A. Torres</b> (1976) Instructor in Education M.S. in Ed., Southern Illinois University	<b>Charlotte M. Upton</b> (1958) Assistant Professor of Home Economics M.S. in Ed., Illinois State University
<b>Walker R. Terry</b> (1976) Hall Manager in the Office of Residential Life M.Ed., University of Illinois	<b>Margaret M. Torrey</b> (1972) Director of Health Service M.D., Northwestern University	<b>Arden L. Vance</b> (1949) Assistant Professor of Music M.M., Northwestern University
<b>Manhar P. Thakore</b> (1968) Assistant Librarian, Assistant Professor of Library Science M.S., University of Illinois	<b>Christine A. Tosh</b> (1975) Faculty Associate in the Metcalfe Elementary School M.S. in Ed., Illinois State University	<b>Charles L. Vanden Eynden</b> (1969) Professor of Mathematics Ph.D., University of Oregon
<b>David A. Tharp</b> (1977) Lecturer in Psychology B.S., Illinois State University	<b>Naomi W. Towner</b> (1965) Professor of Art M.F.A., Rochester Institute of Technology Leave of Absence, Second Semester, 1976-77 School Year	<b>Edna R. Vanderbeck</b> (1966) Assistant Professor of Health, Physical Education, Recreation and Dance M.S., Illinois State University
	<b>Robert B. Townsend</b> (1967) Assistant Librarian, Assistant Professor of Library Science M.S., University of Illinois	<b>Patricia C. Van De Voort</b> (1975) Faculty Associate in University High School M.S., Illinois State University
		<b>Elmer E. Van Egmond</b> (1976) Director of the Professional Development Center Ph.D., The University of Michigan
		<b>Carson H. Varner</b> (1975) Assistant Professor of Business Law J.D., The University of Oklahoma

- Iris L. Varner (1976)**  
Instructor in Business Education and  
Administrative Services  
Ph.D., The University of Oklahoma
- Anthony J. Vehar (1975)**  
Instructor in Information Sciences  
M.A., Eastern Michigan University
- Wilbur R. Venerable (1963)**  
Director of Admissions and Records,  
Associate Professor of Education  
Ph.D., Southern Illinois University
- Melanie S. Verbout (1975)**  
Faculty Associate in the Metcalf  
Elementary School  
B.S. in Ed., Illinois State University
- Joel G. Verner (1967)**  
Professor of Political Science  
Ph.D., The University of Kansas
- Walter M. Vernon (1963)**  
Professor of Psychology  
Ph.D., Washington University
- Michael H. Vinitsky (1972)**  
Assistant Professor of Psychology  
Ph.D., University of Minnesota
- Julia N. Visor (1976)**  
Assistant Director of Residential Life  
for Programming  
M.A., Ohio University
- Ross E. Vogel (1972)**  
Assistant to the Director of Measurement  
and Evaluation Service  
M.S. in Ed., Illinois State University
- Frank C. Vybird (1971)**  
Assistant Professor of Theatre  
M.F.A., The University of Texas
- Edward V. Waage (1970)**  
Assistant Professor of Chemistry  
Ph.D., The University of Washington
- Larry K. Wagner (1969)**  
Assistant Foothall Coach  
M.S. in Ed., Southern Illinois University
- Margaret C. Waimon (1962)**  
Faculty Associate in Psychology  
B.S., City College of New York
- Morton D. Waimon (1961)**  
Professor of Education  
Ed.D., Columbia University  
Leave of Absence, Second Semester,  
1976-77 School Year
- Lawrence D. Walker (1969)**  
Associate Professor of History  
Ph.D., University of California at Berkeley
- Linda K. Walker (1974)**  
Faculty Associate in University High School  
B.S. in Ed., Illinois State University
- Roalyn A. Walker-Oni (1975)**  
Museums Administrator, Assistant  
Professor of Art  
M.A., Indiana University
- Joseph E. Wallace (1966)**  
Assistant Professor of Education  
B.S., Loyola University
- Robert H. Walsh (1964)**  
Associate Professor of Sociology  
Ph.D., The University of Iowa
- Sharon D. Walsh (1975)**  
Tutor in the High Potential Students  
Program, Instructor in English  
M.A., University of Illinois
- Anne Bevency Walter (1963)**  
Assistant Professor of Art  
M.S., Illinois State University
- Tom Gerald Walter (1976)**  
Hall Manager in the Office of Residential  
Life  
M.S. in Ed., Illinois State University
- William D. Walters (1969)**  
Assistant Professor of Geography  
Ph.D., Indiana University
- Peter Y. Wang (1972)**  
Assistant Professor of Health, Physical  
Education, Recreation and Dance  
Ph.D., The University of New Mexico
- Jack A. Ward (1965)**  
Professor of Ethology  
Ph.D., University of Illinois
- M. Jo Ann Warfield (1969)**  
Faculty Associate in the Metcalf  
Elementary School  
M.A., University of Illinois
- George P. Warren (1960)**  
Assistant Professor of Physics (University  
High School)  
M.S., University of Illinois
- Penelope M. Warren (1973)**  
Counselor in the Student Counseling  
Services  
M.S., Illinois State University
- William L. Warren (1969)**  
Administrator of the University Health  
Service  
University of Maryland, University of  
Kansas City, Roosevelt University
- Larrye C. Washington (1976)**  
Hall Manager in the Office of Residential  
Life  
M.S. in Ed., Illinois State University
- Charles S. Weaver (1976)**  
Assistant Professor of Mathematics  
Ph.D., University of Minnesota
- Joyce I. Wehh (1975)**  
Admissions Counselor in the Office of  
Admissions and Records  
B.S., Illinois State University
- Darlene H. Weber (1968)**  
Assistant Professor of Health Education  
Director of Health and Safety, Indiana  
University
- David F. Weber (1967)**  
Associate Professor of Genetics  
Ph.D., Indiana University
- Wayne H. Weber (1975)**  
TV-10 News Director  
B.S., University of Illinois
- Gary D. Weede (1970)**  
Associate Professor of Industrial  
Technology  
Ph.D., Iowa State University
- Leslie A. Weedon (1974)**  
Instructor in Industrial Technology  
M.S., Illinois State University
- Carol L. Weidmann (1975)**  
Faculty Associate in the Metcalf  
Elementary School  
M.A., Western Illinois University
- Robert D. Weigel (1959)**  
Professor of Vertebrate Zoology and  
Paleontology  
Ph.D., University of Florida
- Alan L. Weintraub (1975)**  
Instructor in Business Law  
J.D., University of Illinois
- Milton E. Weisbecker (1963)**  
Director of Alumni Services and  
Development, Professor of Health,  
Physical Education, Recreation and  
Dance  
Ed.D., Syracuse University
- Alan W. Weith (1965)**  
Head Gymnastics Coach, Assistant  
Professor of Health, Physical  
Education, Recreation and Dance  
M.S. in Ed., Eastern Illinois University
- Paul R. Welch (1977)**  
Assistant Professor of Political Science  
LL.B., Washington University School  
of Law
- Roger B. Weller (1965)**  
Assistant Professor of Health, Physical  
Education, Recreation and Dance  
M.S. in Ed., Illinois State University
- J. June Wennerstrom (1969)**  
Assistant Professor of Health, Physical  
Education, Recreation and Dance  
M.S. in Ed., Illinois State University
- Lucille G. Werner (1971)**  
Assistant Professor of English  
M.S., Illinois State University
- John H. Wesle (1952)**  
Assistant Professor of Art  
M.A., Case Western Reserve University
- Douglas X. West (1975)**  
Chairperson of the Department of  
Chemistry, Professor of Inorganic  
Chemistry  
Ph.D., Washington State University
- Patricia M. Whitehart (1966)**  
Assistant Professor of Music  
S.M.M., Union Theological Seminary
- Richard O. Whitcomb (1974)**  
Chairperson of the Department of Foreign  
Languages, Professor of German  
Ph.D., Stanford University
- Charles A. White (1957)**  
Dean of the Graduate School, Professor  
of Information Sciences  
Ph.D., The University of Wisconsin
- Patricia O. White (1966)**  
Assistant to the Dean of the College  
of Education  
M.A., Illinois State University
- Ray L. White (1968)**  
Professor of English  
Ph.D., University of Arkansas  
Leave of Absence, Second Semester,  
1976-77 School Year
- Robert S. White (1976)**  
Instructor in Education  
M.A., University of Illinois
- James V. Whitman (1972)**  
Head Tennis Coach  
M.S., Illinois State University
- Peter Whitmer (1969)**  
Assistant Director of Development  
University of Illinois, Illinois Wesleyan  
University
- David T. Wiant (1974)**  
Director of Personnel  
B.S., Western Michigan University
- Gregg Wiemer (1976)**  
Hall Manager in the Office of Residential  
Life  
M.S., Illinois State University
- Eloise A. Wiertel (1975)**  
Head Badminton Coach and Head Tennis  
Coach  
M.S., Western Illinois University
- Leah M. Wilcox (1972)**  
Assistant Professor of English  
Ed.D., University of Southern California
- Valerie J. Wilford (1969)**  
Assistant Professor of Information Sciences  
M.S., University of Illinois
- David B. Williams (1976)**  
Associate Professor of Music  
Ph.D., The University of Washington
- Jeral R. Williams (1970)**  
Associate Professor of Psychology  
Ph.D., The University of Iowa
- Macon L. Williams (1968)**  
Chairperson of the Department of  
Psychology, Associate Professor of  
Psychology  
Ph.D., The Ohio State University
- Patricia M. Williams (1976)**  
Program Advisor of Student Activities in  
the University Union and Auditorium  
B.A., Illinois State University
- Wenmouth Williams, Jr. (1974)**  
Assistant Professor of Information Sciences  
Ph.D., The Florida State University
- Edwin R. Willis (1962)**  
Professor of Entomology  
Ph.D., The Ohio State University
- Janet H. Willi (1970)**  
Faculty Associate in the Metcalf  
Elementary School  
M.S., Illinois State University
- Donald A. Wilmes (1976)**  
Counselor in the Student Counseling  
Services  
M.A., Indiana State University
- Barbara A. Wilmot (1974)**  
Instructor in Mathematics  
M.S., Illinois State University

Beverly D. Wilson (1963)	Tony W. A. Wong (1975)	Martin A. Young (1968)
Associate Professor of Health, Physical Education, Recreation and Dance Ph.D., The Ohio State University	Assistant Professor of Art M.F.A., University of California at Berkeley	Chairperson of the Department of Speech Pathology and Audiology, Professor of Speech Pathology and Audiology Ph.D., The University of Iowa
Thomas D. Wilson (1961)	Harvey S. Woods (1957)	Nancy F. Young (1976)
Associate Professor of Political Science Ph.D., University of Illinois	Professor of Agricultural Economics Ph.D., University of Illinois	Counselor in the Student Counseling Services M.A., Bradley University
Raymond V. Wiman (1973)	Betty Woodson (1957)	Robert D. Young (1967)
Professor of Information Sciences Ed.D., The University of Nebraska	Assistant Professor of Special Education (Metcalf Elementary School) M.Ed., Wayne State University	Associate Professor of Physics Ph.D., Purdue University
Michael W. Winchell (1974)	William C. Woodson (1968)	W. Perry Young (1962)
Assistant Professor of Business Education and Administrative Services Ed.D., Illinois State University	Associate Professor of English Ph.D., University of Pennsylvania	Assistant Professor of Industrial Technology (University High School) M.A., Western Kentucky State College
Larry E. Winterholter (1968)	Wilma B. Woolard (1976)	Richard C. Youngs (1964)
Assistant Professor of Health, Physical Education, Recreation and Dance M.S., Illinois State University	Faculty Associate in the Metcalf Elementary School B.A., Shurtleff College	Associate Professor of Elementary Education Ph.D., Michigan State University
Vermell Wise (1948)	Donna Jo Workman (1959)	Harvey G. Zeidenstein (1965)
Assistant Professor of English Professional Diploma, Columbia University	Professor of Health, Physical Education, Recreation and Dance Ph.D., The University of Iowa	Professor of Political Science Ph.D., New York University
Forrest G. Wisely (1973)	Harold J. Wray (1973)	William D. Zeller (1963)
Assistant Professor of Information Sciences Ed.D., University of Southern California	Associate Professor of History Ph.D., University of Hawaii	Professor of Education Ph.D., Michigan State University
Emory E. Wiseman (1963)	Ralph D. Wray (1970)	Mary Zey-Ferrell (1972)
Associate Professor of Industrial Technology Ed.D., University of Illinois	Associate Professor of Business Education and Administrative Services Ed.D., Indiana University	Associate Professor of Sociology Ph.D., Louisiana State University
Mary P. Witherow (1975)	David W. Wright (1969)	Barbara Z. Ziegler (1975)
Faculty Associate in University High School M.A., Illinois State University	Associate Professor of Information Sciences Ph.D., Wayne State University	Assistant Director of Financial Aid Illinois Wesleyan University, Illinois State University
W. Charles Witte (1976)	Walker D. Wyman, Jr. (1971)	Thomas C. Zins (1974)
Instructor in Business Law J.D., University of Baltimore	Assistant Professor of History Ph.D., The University of Washington	Assistant Professor of Political Science M.A., Mankato State College
Pamela M. Wojtonik (1976)	Wei-Chi T. Yang (1976)	Wayne H. Zook (1968)
Instructor in Animal Science M.S., University of Illinois	Assistant to the Director of the Center for the Study of Educational Finance, Instructor in Educational Administration Ph.D., Illinois State University	Associate Professor of Industrial Technology Ph.D., Iowa State University

# Faculty Emeriti

Francis M. Alexander (1945)	Cecilia P. Bunney (1945)	Dorothy D. Cox (1957)
Assistant Professor of the Teaching of History (Emerita) A.M., University of Illinois	Director of Museums and Professor (Emerita) Ph.D., The State University of Iowa	Assistant Professor of Elementary Education (Metcalf Elementary School) (Emerita) M.A., George Peabody College for Teachers
Mabel C. Allen (1929)	Lessie Carlton (1955)	Mabel Percie Crompton (1924)
Assistant Professor of Speech (Emerita) M.A., Northwestern University	Professor of Education (Emerita) Ed.D., University of Houston	Assistant Professor of Geography (Emerita) S.M., The University of Chicago
Marian Campbell Allen (1927)	Helen M. Cavanagh (1946)	Lucile Z. Crosby (1940)
Assistant Professor of Art (Emerita) M.A., Teachers College, Columbia University Deceased, July, 1976	Distinguished Professor of History (Emerita) Ph.D., The University of Chicago	Assistant Librarian and Assistant Professor of Library Science (Emerita) M.S. in L.S., Library School, University of Illinois
Eric Baber (1965)	Helen Chiles (1948)	Devere H. Dalluge (1947)
Director of Research Services and Grants, Professor of Education (Emeritus) Ed.D., Michigan State University	Assistant Professor of Latin (Emerita) A.M., University of Illinois	Professor of Physics (University High School) (Emeritus) Ed.D., University of Kentucky
G. Bradford Barber (1944)	Dorothy W. Clark (1964)	Frances L. Damm (1948)
Professor of Speech (Emeritus) Ph.D., The Ohio State University	Assistant Professor of Speech Pathology and Audiometry (Emerita) A.M., The University of Michigan	Assistant Professor and Supervising Teacher in Metcalf (Emerita) M.S. in Ed., The University of Wisconsin
Gladys L. Bartle (1930)	Herbert E. Clark (1966)	Lillian S. Davies (1963)
Associate Professor of Art (Emerita) Ph.D., The University of Wisconsin	Associate Professor of Psychology (Emeritus) Ph.D., Purdue University	Associate Professor of Elementary Education (Emerita) Ph.D., University of Minnesota
Douglas R. Bey (1944)	Joseph T. Cogdal (1927)	Florence P. Davis (1952)
Professor of Mathematics (Emeritus) Ph.D., University of Illinois	Associate Professor of Health and Physical Education for Men (Emeritus) A.M., University of Illinois	Head of the Department of Home Economics, Professor of Home Economics (Emerita) Ph.D., The University of Chicago
Allie Ward Billingsley (1949)	Ruth L. Cole (1944)	Alta J. Day (1928)
Professor of Spanish (Emerita) Ph.D., University of Illinois	Assistant Professor and Supervising Teacher in Metcalf (Emerita) M.A., Northwestern University	Assistant Professor of Business Education (Emerita) Ed.D., The Pennsylvania State University
Robert G. Bone (1956)	Arnold C. Condon (1964)	William I. DeWees (1937)
President, Professor of History (Emeritus) Ph.D., University of Illinois	Professor of Business Education (Emeritus) Ph.D., New York University	Professor of Education (Emeritus) Ed.D., The Pennsylvania State University
Margaret K. Bradford (1951)	Marguerite Regina Connell (1928)	Calude M. Dillinger (1944)
Assistant Professor of Home Economics (Emerita) M.S., Colorado State College	Professor of Latin (Emerita) Ed.D., Teachers College, Columbia University	Special Assistant to the Dean of the Faculty, Professor of Psychology (Emeritus) Ph.D., University of Missouri
Paul J. Brand (1958)	Margaret Cooper (1932)	
Professor of Geography (Emeritus) Ed.D., Columbia University	Professor of Education (Emerita) Ed.D., Teachers College, Columbia University	
Walter H. Brown (1955)		
Professor of Botany (Emeritus) Ph.D., University of Illinois		
Elsie L. Bryan (1960)		
Faculty Associate in the Metcalf Elementary School (Emerita) M.S., Illinois State University		

- Helen A. Dooley (1947)**  
Assistant Professor and Assistant Librarian (Emerita)  
M.A., The University of Washington
- Thomas J. Douglass (1928)**  
Assistant Professor of Agriculture (Emeritus)  
M.S., University of Illinois
- Alice L. Ebel (1934)**  
Professor of Political Science (Emerita)  
Ph.D., University of Illinois
- Dorothy Eckelmann (1945)**  
Professor of Speech Pathology and Audiology (Emerita)  
Ph.D., The University of Iowa
- Alice M. Eikenberry (1945)**  
Professor of the Teaching of History in University High School (Emerita)  
Ed.D., Teachers College, Columbia University
- Ralph A. Elliott (1963)**  
Medical Director of the University Health Service, Professor (Emeritus)  
M.D., Northwestern University Medical School
- Margery Ellis (1927)**  
Assistant Professor of French (Emerita)  
A.M., The University of Chicago
- Gertrude Erbe (1949)**  
Assistant Professor and Supervising Teacher of Music in Metcalf (Emerita)  
M.M., Northwestern University
- Raymond W. Esworthy (1949)**  
Professor of Accounting (Emeritus)  
Ph.D., University of Illinois
- G. Harlowe Evans (1946)**  
Professor of Chemistry (Emeritus)  
Ph.D., The University of Michigan
- Dorothy S. Fagerburg (1957)**  
Assistant Professor of Library Science (Emerita)  
M.A., Occidental College
- Germaine E. Feldkamp (1960)**  
Assistant Director of Atkin-Colby Residence Hall, Faculty Assistant in Education (Emerita)  
Chicago College of Music, Northwestern School of Speech, University of Illinois Deceased, April, 1976
- Dorothy E. Fensholt (1951)**  
Professor of Botany (Emerita)  
Ph.D., Northwestern University
- Thelma G. Force (1932)**  
Assistant Professor of Psychology (Emerita)  
M.A., University of Minnesota
- Bernice G. Frey (1930)**  
Professor of Health and Physical Education for Women (Emerita)  
Ph.D., The University of Iowa
- Harold E. Frey (1931)**  
Assistant Professor of Health and Physical Education for Men (Emeritus)  
M.A., New York University
- Beryl T. Galaway (1948)**  
Assistant Librarian, Assistant Professor of Library Science (Emerita)  
A.M.L.S., The University of Michigan
- Malinda D. Garton (1950)**  
Assistant Professor and Supervising Teacher, Mentally Retarded Intermediate (Emerita)  
A.M., Colorado State College of Education Deceased, May, 1976
- Harold E. Gibson (1950)**  
Director of the Bureau of Appointments, Professor of Education (Emeritus)  
Ed.D., University of Missouri
- Arley F. Gillett (1944)**  
Director of Athletics, Professor of Health, Physical Education and Recreation (Emeritus)  
P.E.D., Indiana University
- F. Russell Glasenapp (1935)**  
Professor of Economics (Emeritus)  
Ph.D., The University of Iowa
- R. U. Gooding (1931)**  
Professor of Chemistry (Emeritus)  
Ph.D., The University of Wisconsin
- Miriam Gray (1946)**  
Professor of Health and Physical Education for Women (Emerita)  
Ed.D., Teachers College, Columbia University
- Nina E. Gray (1935)**  
Professor of Biological Sciences (Emerita)  
Ph.D., The University of Wisconsin
- John W. Green (1939)**  
Assistant Professor of Agriculture (Emeritus)  
M.S., University of Illinois
- Edna May Gueffroy (1929)**  
Professor of Geography (Emerita)  
Ph.D., The University of Washington
- Clara L. Guthrie (1932)**  
Assistant Librarian, Assistant Professor of Library Science (Emerita)  
M.S. in L.S., Library School, University of Illinois
- Barbara C. Hall (1957)**  
Professor of Health, Physical Education and Recreation (Emerita)  
Ed.D., Columbia University
- Gertrude M. Hall (1936)**  
Director of Publicity, Associate Professor of Education (Emerita)  
Ed.D., Teachers College, Columbia University
- C. M. Hammerlund (1929)**  
Assistant Professor of Industrial Arts (Emeritus)  
M.S., University of Illinois
- Howard J. Hancock (1931)**  
Director of Athletics, Associate Professor of Health and Physical Education for Men (Emeritus)  
M.S., The University of Wisconsin
- Alice O'B. Harris (1952)**  
Assistant Professor and Supervising Teacher—Primary Educable Mentally Handicapped in Metcalf (Emerita)  
M.S. in Ed., University of Illinois
- Carl D. Heldt (1948)**  
Assistant Varsity Track Coach, Assistant Professor of Health and Physical Education for Men (Emeritus)  
M.P.E., Purdue University
- Ruth Henline (1926)**  
Professor of English (Emerita)  
Ph.D., Northwestern University
- Grace Hiler (1951)**  
Assistant Professor of the Teaching of English (Emerita)  
M.A., The University of Iowa
- Dorothy Hinman (1925)**  
Assistant Professor of English (Emerita)  
M.A., Teachers College, Columbia University
- Harriet Wheeler Hoffman (1946)**  
Assistant Professor of Business Education (Emerita)  
M.A., The University of Iowa
- Bernice Holliday (1957)**  
Assistant Manager and Executive Assistant in Housing (Emerita)  
B.Ed., Western Illinois University
- F. Lincoln D. Holmes (1935)**  
Professor of Speech (Emeritus)  
Ph.D., The University of Wisconsin Deceased, October, 1976
- Frank J. Holmes (1962)**  
Professor of Psychology (Emeritus)  
Ph.D., New York University
- F. Louis Hoover (1944)**  
Director of Museums, Distinguished Professor of Art (Emeritus)  
Ed.D., New York University
- Clifford Emory Horton (1923)**  
Professor of Health and Physical Education for Men (Emeritus)  
Ed.D., Indiana University
- Verna A. Hoyman (1946)**  
Assistant Professor of English (Emerita)  
M.A. in Ed., Northwestern University
- Elizabeth A. Hughes (1954)**  
Assistant Professor of Special Education (Emerita)  
M.Ed., Wayne State University
- Lucile Hynehan (1959)**  
Assistant Professor of English (Emerita)  
A.M., Columbia University
- Christine P. Ingram (1949)**  
Professor of Education (Emerita)  
Ed.D., New York University
- Leslie M. Isted (1940)**  
Professor of Music (Emeritus)  
Ph.D., Indiana University
- Harry O. Jackson (1955)**  
Assistant Professor of Biological Sciences (Emeritus)  
M.S. in Ed., Illinois State University
- Marie Jessa (1946)**  
Assistant Professor of Business Education (Emerita)  
M.A., The University of Iowa
- Blossom Johnson (1945)**  
Acting Chairman of the Department of Home Economics, Professor of Home Economics (Emerita)  
Ed.D., University of Missouri
- Eric H. Johnson (1958)**  
Vice President, Professor of Educational Administration (Emeritus)  
Ed.D., University of Illinois
- Margaret Jorgensen (1949)**  
Assistant Professor of Psychology (Emerita)  
M.A., University of Denver
- Ila Karr (1952)**  
Assistant Librarian, Assistant Professor of Library Science (Emerita)  
M.A., University of Denver Library School
- Anna L. Keaton (1937)**  
Dean of Women, Professor of English (Emerita)  
Ph.D., The University of Chicago
- Ellen D. Kelly (1957)**  
Professor of Health and Physical Education for Women (Emerita)  
Ph.D., The University of Iowa
- John A. Kinneman (1927)**  
Professor of Sociology (Emeritus)  
Ph.D., Northwestern University
- Homer T. Knight (1957)**  
Professor of Education (Emeritus)  
Ed.D., Teachers College, Columbia University
- Harold F. Koepke (1934)**  
Professor of Management (Emeritus)  
Ph.D., The University of Iowa
- Lowell J. Kuntz (1949)**  
Assistant Professor of Music (Metcalf Elementary School) (Emeritus)  
M.S. in Ed., Illinois State University
- Ernest M. R. Lamkey (1927)**  
Professor of Biological Sciences (Emeritus)  
Ph.D., University of Illinois
- Thomas J. Lancaster (1919)**  
Associate Professor of Education (Emeritus)  
A.M., The University of Chicago  
Deceased, January, 1977
- Arthur H. Larsen (1935)**  
Distinguished Professor of Higher Education, Consultant for Institutional Studies (Emeritus)  
Ph.D., The University of Wisconsin at Madison
- Margaret Lawrence (1939)**  
Assistant Librarian, Assistant Professor of Library Science (Emerita)  
M.A., The University of Nebraska
- Elden A. Lichty (1946)**  
Professor of Education (Emeritus)  
Ed.D., University of Missouri
- Lois Lilly (1957)**  
Assistant Professor of Elementary Education (Emerita)  
Adv. Cert. in Ed., University of Illinois
- Harry D. Lovelass (1946)**  
Professor of Education (Emeritus)  
Ed.D., University of Illinois

- William R. Lueck (1936)  
Professor of Education (Emeritus)  
Ph.D., The University of Iowa
- Hattie C. Lundgren (1955)  
Assistant Professor of Home Economics  
(Emerita)  
M.S., Iowa State College
- Faye E. Mansfield (1941)  
Assistant Professor and Supervising  
Teacher in Metcalf (Emerita)  
M.A., Teachers College, Columbia  
University
- Helen E. Marshall (1935)  
Professor of History (Emerita)  
Ph.D., Duke University
- J. Louis Martens (1947)  
Professor of Botany (Emeritus)  
Ph.D., Indiana University
- Stanley S. Marzolf (1937)  
Distinguished Professor of Psychology  
(Emeritus)  
Ph.D., The Ohio State University
- Inez L. Mauck (1951)  
Assistant Professor of Elementary  
Education (Emerita)  
Professional Diploma, Teachers College,  
Columbia University
- Blanche McAvoy (1926)  
Professor of the Teaching of Biological  
Sciences (Emerita)  
Ph.D., The University of Chicago  
Deceased, October, 1976
- Clyde T. McCormick (1944)  
Head of the Department of Mathematics,  
Professor of Mathematics (Emeritus)  
Ph.D., Indiana University
- Neva McDavitt (1929)  
Assistant Professor of Geography (Emerita)  
A.M., Clark University
- Dorothy M. McEvoy (1950)  
Assistant Professor and Supervising  
Teacher (Emerita)  
M.A., Teachers College, Columbia  
University
- Ferne Melrose (1928)  
Recorder (Emerita)  
B.Ed., Illinois State University  
Deceased, December, 1976
- Winifred S. Metzler (1947)  
Assistant Professor and Assistant  
Librarian in University High School  
(Emerita)  
A.M., The University of Chicago
- Odessa H. Meyer (1965)  
Assistant Professor of Elementary  
Education (Emerita)  
Spec. in Ed., Illinois State University
- Marion G. Miller (1937)  
Professor of Art (Emerita)  
Ph.D., The Ohio State University
- Murray Lincoln Miller (1950)  
Associate Professor of Education (Emeritus)  
Ph.D., University of Pittsburgh
- S. Duncan Miller (1964)  
Assistant Professor of Music (University  
High School) (Emeritus)  
M.M., Eastman School of Music
- Robert V. Mitchell (1968)  
Dean of the College of Business,  
Professor of Business Administration  
(Emeritus)  
Ph.D., University of Illinois
- Harold A. Moore (1947)  
Associate Professor of Biological Sciences  
(University High School) (Emeritus)  
M.S., University of Illinois
- Robert H. Moore (1952)  
Acting Dean of the College of Education,  
Professor of Education (Emeritus)  
Ph.D., The Ohio State University
- Adrian Baucum Myers (1957)  
Assistant Professor of Mathematics  
(University High School) (Emerita)  
M.A., University of Kentucky
- Helen M. Nance (1954)  
Professor of Elementary Education  
(Emerita)  
Ph.D., The Ohio State University
- Jean E. Nelson (1962)  
Assistant Librarian, Assistant Professor  
of Library Science (Emerita)  
A.M., University of Illinois  
Deceased, January, 1976
- Burton L. O'Connor (1937)  
Professor of Health and Physical  
Education for Men (Emeritus)  
Ed.D., The Pennsylvania State University
- Alice R. Ogle (1932)  
Assistant Professor and Supervising  
Teacher of Art (Emerita)  
M.A., Teachers College, Columbia  
University
- Mary M. Packwood (1961)  
Associate Professor of Art (Emerita)  
Ed.M., University of Missouri
- Henri R. Pearcey (1940)  
Associate Professor of European History  
(Emeritus)  
Ph.D., The University of Chicago
- Harlan W. Peithman (1937)  
Professor of Music (Emeritus)  
Ed.D., Teachers College, Columbia  
University
- Margaret K. Peters (1930)  
Professor of Business Education (Emerita)  
Ed.D., University of Colorado
- Harold R. Phelps (1958)  
Professor of Special Education (Emeritus)  
Ph.D., The Ohio State University
- W. Douglas Poe (1959)  
Professor of Economics (Emeritus)  
Ph.D., Indiana University
- Genevieve Anna Pohle (1923)  
Assistant Professor and Assistant  
Librarian (Emerita)  
M.A., Graduate Library School, The  
University of Michigan
- H. Earle Reese (1958)  
Professor of Insurance (Emeritus)  
Ed.D., George Peabody College for Teachers
- Vernon L. Reploge (1950)  
Director of the Metcalf Elementary School,  
Professor of Elementary Education  
(Emeritus)  
Ed.D., University of Illinois
- R. Omar Rilett (1958)  
University Professor of Biological Sciences  
(Emeritus)  
Ph.D., The University of Wisconsin
- William J. Robinson (1970)  
Head Basketball Coach, Executive  
Assistant (Emeritus)  
M.A., The University of Michigan
- Josephine Ross (1926)  
Assistant Professor of Home Economics  
(Emerita)  
M.A., Teachers College, Columbia  
University
- Elizabeth Russell (1935)  
Assistant Professor of Elementary  
Education (Emerita)  
M.A., Teachers College, Columbia  
University
- Cecilia Lauby Ryan (1949)  
Chairman of the Department of Professional  
Laboratory Experiences, Professor of  
Education (Emerita)  
Ed.D., Indiana University
- Grace Rebecca Shea (1927)  
Assistant Professor and Nurse,  
Laboratory Schools (Emerita)  
M.A., Teachers College, Columbia  
University
- Alice Sheveeland (1942)  
Assistant Professor and Supervising  
Teacher in Metcalf (Emerita)  
M.A. in Ed., Northwestern University
- Irwin Spector (1948)  
Professor of Music (Emeritus)  
Ph.D., New York University
- Eunice Speer (1944)  
Associate Professor of Information  
Sciences (Emerita)  
M.S., University of Illinois  
Deceased, October, 1976
- Ethel G. Stein (1944)  
Assistant Professor of Education (Emerita)  
M.A., Northwestern University
- Ruth Stroud (1930)  
Assistant Professor of the Teaching of  
English (Emerita)  
M.S., University of Illinois
- Edwin G. Struck (1935)  
Assistant Professor of Health and Physical  
Education for Men (Emeritus)  
M.S., Indiana University
- Thalia J. Tarrant (1935)  
Assistant Professor of History (Emerita)  
A.M., University of Missouri
- Lucy L. Tasher (1935)  
Professor of History (Emerita)  
Ph.D., The University of Chicago
- Herman R. Tiedeman (1946)  
Director of Test Service, Professor of  
Psychology (Emeritus)  
Ph.D., The University of Iowa
- Kirby Todd (1964)  
Lecturer in Health and Physical  
Education for Women (Emeritus)  
M.A., Teachers College, Columbia  
University
- Lewis R. Toll (1947)  
Acting Dean of the College of Business,  
Professor of Business Education  
(Emeritus)  
Ed.D., New York University
- Mary C. Towle (1961)  
Coordinator of Residence Hall Libraries,  
Instructor in Education (Emerita)  
M.A., Teachers College, Columbia  
University
- Raymond Tudor (1948)  
Assistant Professor of English (Emeritus)  
M.A., The University of Michigan
- Dale B. Vetter (1941)  
University Professor of English (Emeritus)  
Ph.D., Northwestern University
- Josephine B. Voorhees (1950)  
Assistant Professor and Supervising  
Teacher in Metcalf (Emerita)  
M.A., Michigan State University
- Francis M. Wade (1947)  
Assistant Librarian, Assistant Professor  
of Library Science (Emeritus)  
M.A., The University of Washington
- Eleanor Weir Welch (1929)  
Director of Libraries, Associate Professor  
(Emerita)  
M.S., School of Library Service, Columbia  
University
- William V. White (1934)  
Director of University Press, Executive  
Assistant (Emeritus)  
M.S. in Ed., Illinois State University
- Jannie Alma Whitten (1919)  
Professor of Foreign Languages (Emerita)  
Ph.D., The University of Wisconsin
- Leila Winegarner (1933)  
Coordinator of Foreign Student Services,  
Assistant Professor of English (Emerita)  
A.M., The University of Chicago
- Ethel Wooley (1957)  
Assistant Professor and Supervising  
Teacher in Metcalf (Emerita)  
M.A., George Peabody College for Teachers
- Ruth V. Yates (1935)  
Associate Professor of Speech (Emerita)  
M.A., Teachers College, Columbia  
University
- Lyle M. Young (1952)  
Professor of Music (Emeritus)  
Ed.D., Columbia University
- Orville L. Young (1939)  
Professor of Agriculture (Emeritus)  
Ph.D., The Pennsylvania State University
- Ruth Zimmerman (1935)  
Assistant Librarian, Assistant Professor  
of Library Science (Emerita)  
M.A., University of Minnesota

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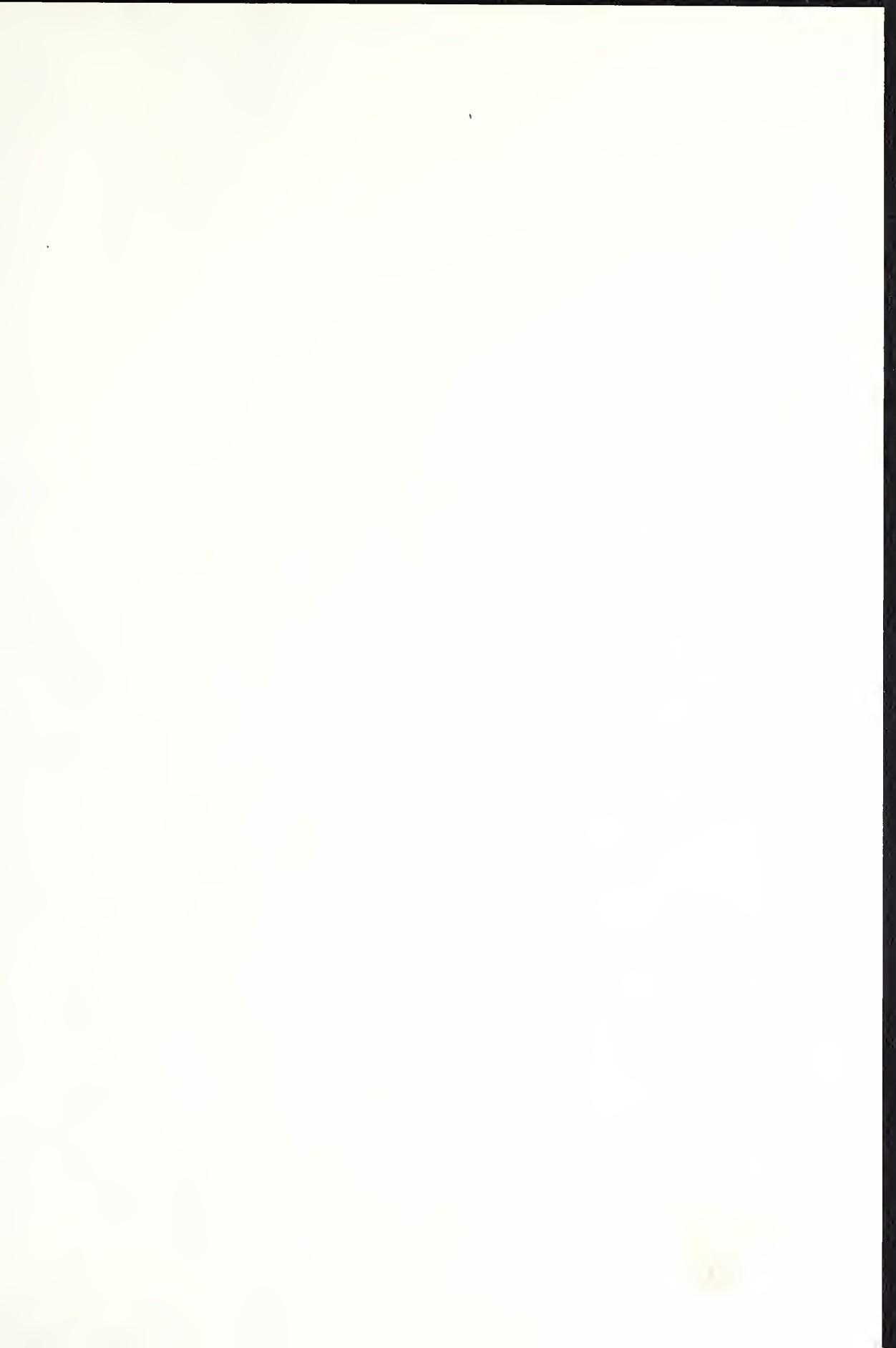
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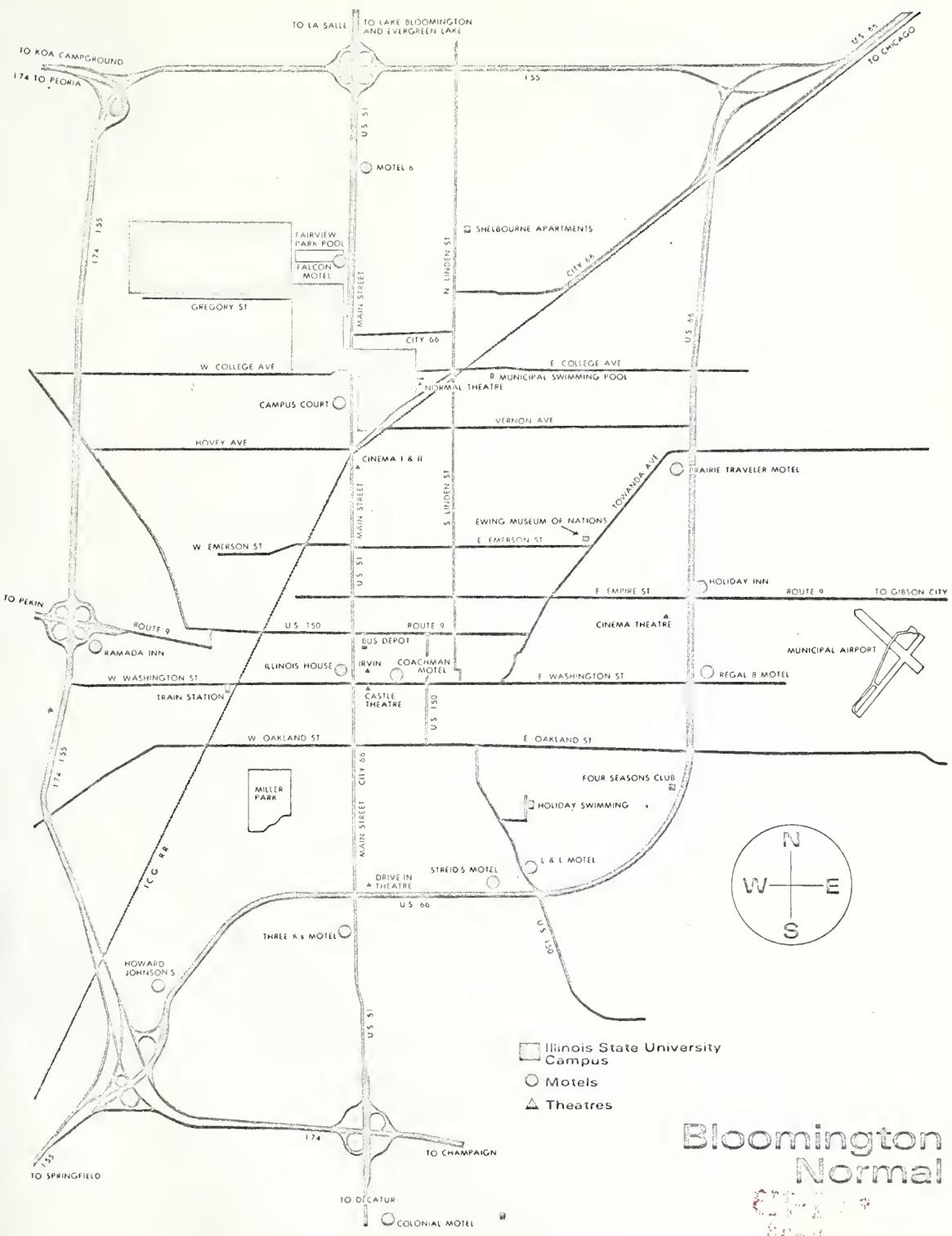






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